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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

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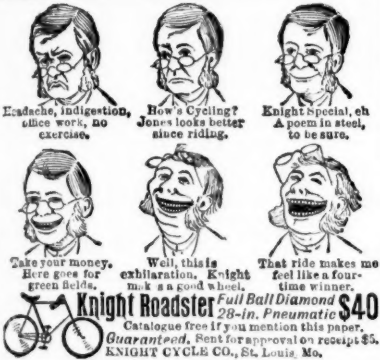
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SIMPLICITY.

"From the simple to the complex" is already a venerable motto in education—more venerable than venerated, if one is to speak out the fact. For very often it happens that "simplicity" is insisted upon, as if that alone were worthy of serious consideration, while "complexity" is looked at askance and with an appearance of suspicion that somehow a viper's sting may lie hidden in its folds.

But what is "simplicity," and in what does it differ from "complexity"? Attempt to answer this question, and you will presently notice that there may be simplicity of things or simplicity of thoughts or simplicity of deeds, and that there may be simplicity in the combination of things, in the grouping and expression of thoughts, in the manner, the means or the end of an action. Nay, there may be a "simplicity" of things, of thoughts, of deeds, which can only suggest mere desolation and destitution resulting from some withering curse—as of idleness—no less than that simplicity constituting the mark of the "blessedness" by which the nobly rich soul

is recognized as being "poor in spirit" only because it does its work effectually and easily, and without pretentiousness or display of any kind.

Strange outcome! We ask ourselves the meaning of simplicity, and behold, even the most rudimentary analysis compels us to recognize that the very idea of simplicity is itself one of extreme complexity!

But isn't this mere juggling? We set out to consider simplicity in education, and we seem, instead, to have dodged into a mere metaphysical alley, i. e., most likely, a mere blind alley. Still, there is the inevitable fact that in education it is precisely things and thoughts and deeds that constitute the indispensable concrete subject-matter of every lesson. And the supreme object or aim of every lesson is just to comprehend the things, thoughts and deeds involved. That is, the aim is to discover their inner significance through tracing out their relations. But this is nothing else than an attempt to develop in our own consciousness as teachers, and in the consciousness of our pupils, the vital, organic unity underlying and constituting the very essence of the things, thoughts and deeds under consideration.

And what is that but a metaphysical process? Not a convenient "dodge" into a metaphysical

blind alley; but merely a business-like proceeding along the great metaphysical highway which, from its very nature, every rational lesson must take. Metaphysics? That is simply "a more than usually obstinate attempt to think clearly." Illogical "logic" is the easiest logic in the world. It is the—not chosen, but fated—"method" of the bungler.

Let us try again, then. There is complexity in the very idea of simplicity. The world is an infinite complex of things, thoughts and deeds. Hence, our endless perplexity. In the world of Reality nothing is simple—unless it be the "simple" notion of Simplicity. The absolutely simple is the absolutely non-existent—mere naught, which equally is mere unity, i. e., unity without variety. And what (in our innocence) we commonly mean by "simplicity" is one or another degree of approximation to just this "absolute zero" of consciousness.

Herein, indeed, is the clew to the fundamental truth involved in the current (but for the most part wholly unanalyzed) demand for simplicity. The child-mind is as yet only initial, rudimentary, germinal. But germinal to the degree of already containing within its own nature as mind the germ of every aspect of Truth within the whole universe.

But thus two practical educational questions present themselves: (1) What lessons will serve best as materials to stimulate such minds to that degree of activity best calculated to unfold into normal realization the germs of truth already present in as modes of such rudimentary minds? (2) By what methods can such means be best applied to such end?

When we come to the question of simplicity in this form, it is clearly a question of degree. For

the simplicity of the individual mind is manifestly relative and determined at any given moment by the actual extent to which knowledge and character have been attained by such mind. Today's reality of attainment is thus complex as compared with yesterday's, and simple as compared with to-morrow's.

Hence, for the "beginner" we select the "simplest" subject-matter and arrange it in the "simplest" form, so that with his "simple" powers he may comprehend so much of the truth of things or thoughts or deeds as can thus be presented.

But this means that we abstract from the total sum of significance or truth of the world such partial and more or less superficial aspect as we judge it possible the child should apprehend and assimilate. If we wish to introduce him to organic nature we draw his attention first to the mere form and color and outer movements of a given plant or animal; then to another of the same kind, and so on until these aspects are familiar, and until the qualities observed are recognized as typical or universal in their significance. Later on he is led to examine into the structure of the given plant or the given animal form. Still later he is brought to notice that these structural forms are organic to certain definite functional activities. Still later he is found able to comprehend such functional activities in their fundamentally productive character as the actual, immediate, cumulative causes of the structural forms organic to those activities—structure limiting function for the time being, indeed, but ultimately becoming extended through function, and thus admitting of greater and ever greater complexity of function.

But thus each lesson is itself a

normal exercise of intellectual and moral functions on the part of the child-mind, through which exercise the given child-mind grows in extent and complexity of mental power; the simple (in the sense of germinal) modes of his mind unfold into relatively mature (in the sense of more complex) modes. From a relatively simple degree the mind unfolds into a relatively complex degree, which in turn is also "simple" in comparison with what is to follow.

Clearly, then, as applied to mind, "simplicity" in the educational sense means relative immaturity, just as "complexity" of mind means relative maturity of mind. And "simplicity" of means and methods in education signifies (rationally) nothing else than appropriateness of means and directness—i. e., intelligent straightforwardness—in methods. Fractions are complex to the child-mind; calculus is simple to the highly matured mind.

Those who unreflectingly demand "simplicity" as a finality, then, are in great danger of innocently demanding immaturity, and hence a race of mental dwarfs as a finality.

On "from the simple to the complex"—a process in which the "simple" is ever merged into the "complex" of a higher unity—that, on the other hand, is the infinitely significant formula according to which each given step in the infinite progression of mind-unfolding is, in turn, the perfectly "simple," because perfectly normal, stage of approach to the next more complex stage in the total logical—i. e., rational—order.

Thus, when demand is made that we shall be "intelligible," it is fair to inquire: "Intelligible to whom? to infants or to grown men? to untrained or to trained minds?" For intelligibility is not

merely a matter of vocabulary on the part of the one presenting the lesson; it is quite as much a matter of comprehension, of trained intelligence, of developed mental habit on the part of him who would be benefited by the lesson. If you are addressing children, by all means address them in language intelligible to children. But let thought and expression be of such degree of complexity as to call their full powers into vigorous exercise, so that as speedily as possible they may grow beyond childhood. It would be nothing less than sinning against the Holy Spirit of Truth to address the child in such terms and with such limitations of thought as to encourage him always to remain a child.

The January number of "School Education" (Minneapolis), in commenting on the significance of the school as a social factor, says:

"Society has kept the mothers apart, and politics the fathers; churches and creeds have nowhere appeared in history as peacemakers; the welding of nationalities and conditions in England is yet incomplete after these centuries of change and reform; but the American public school has done, with comparative ease, this magnificent social work."

This paragraph is one among the many evidences that Americans are at length actually becoming fairly awake to the effectiveness of the public schools as a means of assimilating the widely contrasted elements in our heterogeneous population. The public school is proving itself a saving agency in a far deeper sense than most of us had dreamed of. It is the practical and perpetual song of the angels: "On earth peace among men."

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HOW ST. LOUIS CONTRIBUTES TO EDUCATION ELSEWHERE.

Prof. Howison, formerly of the Washington University, is now doing, in the University of California, the very superior service of which he is so thoroughly capable. Dr. Wm. T. Harris, now National Commissioner of Education, first proved his capabilities as one of the foremost educators of the age while Superintendent of the St. Louis City Schools.

Miss Susan E. Blow, engaged in literary work of an educational character at Cazenovia, New York, won the enduring gratitude of our city and of the whole country by demonstrating the practicability of kindergartning as an organic feature of the public school.

Mr. Denton J. Snider, author of some dozen volumes of rich interpretation of the "Great Literary Bibles of the World," began his career as a teacher in the St. Louis High School, and is now the lecturer on Psychology in the Chicago Kindergarten College.

Mr. Louis James Block, a graduate of the St. Louis High School and of the Washington University, has gained an enviable reputation as a poet, and is now at the head of the Marshall High School in Chicago. He is also on the staff of the University Extension lecturers, University of Chicago.

Miss Laura Fischer, and Miss Caroline M. C. Hart both received their training as kindergartners, directly or indirectly, under Miss Blow in St. Louis. The former is now Supervisor of Kindergartens in Boston, while the latter is director of the training school of the Baltimore Kindergarten Association. Both these ladies have done great service in extending kindergartning throughout the country, and Miss Hart, through her work in Toronto, has done much to establish

this most vital form of elementary education in the Dominion of Canada.

The latest of these missionaries sent out from St. Louis (apparently an inexhaustible source of supply) is Mr. William L. Murfree, who, just at the beginning of the present school year, was called to the responsible duties of Professor in the Law School in the Colorado University. His ability as a lawyer is highly estimated here; he developed, several years ago, superior executive ability as manager of an extensive law publishing establishment in St. Paul; and, already, published reports from Colorado indicate that his success is fully assured in his new post.

We have not attempted to exhaust the list, but rather to recall representative names. Each one of these is "a workman that needeth not to be ashamed"; though perhaps St. Louis might well be a little ashamed to have allowed them all to wander so far away before finding a field appropriate to their best powers.

We present elsewhere a brief report of the annual meeting of the Isabel Crow Kindergarten Association. The founding of this association and the furthering of its aims, quietly as it has occurred and is occurring, is one of the specially significant and hopeful local signs of the times. And that it is occurring so quietly and easily is clear proof that the times are ripe for such movements. It is in the same spirit of gentle, self-forgetful love of mankind as that which founded Hull House in Chicago and joins it in the effort to seek and to save that which must otherwise be lost.

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We commend to the thoughtful consideration of all teachers, and especially to the attention of those who mistake moral inferiority for intellectual superiority, the following from "The Educational Journal," of Toronto:

"A contemporary, enumerating some unworthy traits and practices of teachers which the pupils are pretty sure to copy, and which are adapted to do them serious moral injury, mentions 'connivance at deception (especially in preparing for examinations).' Memory instantly flashes back twenty or thirty years to a case in point, in which a teacher cast himself from the lofty moral pedestal upon which fancy had placed him, into the mire of boyish contempt, by his dishonest method of coaching for an approaching examination. We have since had reason to fear that this criticism touches many a teacher at a very tender spot. The teacher who despises every unworthy expedient and subterfuge in preparing his pupils to make a good show before examiners and the public, is the man who is pretty sure to set them a worthy example in every respect. He who, on the other hand, connives at deception of any kind, is not only earning the contempt of his pupils, but debauching instead of elevating their moral natures."

If good can be appreciated only through evil then, unless A cheated B out of his eyes, the compassion of C would die from want of an object.

WE understand that in his address at Jacksonville, Dr. Soldan will probably present a view as to the functions of the High School which will prove to be radically at variance with the celebrated Report of the Committee of Ten. We hope to present an extended abstract of the address in our March number.

THE SCHOOL HOUSE AS A CENTER.

In the January number of this JOURNAL we referred to the growing sense of the vital relation between the school and the home. In the "Atlantic" for the same month there appears an article by Horace E. Scudder on "The Schoolhouse as a Center." In this very suggestive article Mr. Scudder points out the rapid process of governmental organization now going on in this country, and the remarkable way in which the people at large are absorbing governmental functions; in which process the striking fact appears that "the local officer who comes closest to the life of all is the schoolmaster."

The civil service is also coming to be organized on a stricter basis and is tending inevitably to become a field for well-defined and stable careers. But the vocation of teaching is far more free and spontaneous. It represents self-determination of a higher sort. It has to do with personality in its fuller expression, and the consciousness which goes with it is capable of profounder relations. Given, therefore, the conception of teaching as an officer of the State, and you at once ally the teacher with directive, shaping forces, and state-consciousness becomes capable of high development."

Mr. Scudder concludes as follows: "It is for the wise and thoughtful in every community to guide these forces into great channels, and we are convinced that the common-school system, so flexible, so capable of enrichment, offers the natural, available medium for unlimited development. It holds the key to the situation in any problem we may encounter when considering the mo-

mentous subject of American civilization."

Such is the general drift of the article. From the midst of it we add the following as emphasizing the subtler ways in which the school is destined to react upon the community. "I would have," he says, "at least one schoolhouse in the town provided with a commodious hall. It has been the custom to connect these halls with libraries, or to make them a feature of the town office-building. If, however, the schoolhouse of the future, architecturally admirable and fair within, contained also a gathering-place for the people desirous of availing themselves of further educational facilities, the transition from school to lecture or exhibition would be made with greater ease. The notion of university extension, though imported, has taken some root, but it is at present too dissociated from the notion of common-school education. The real junction between the higher institutions of learning and the schools of the people will come about when the schools themselves have become more distinctly an expression of the village or town life."

Mr. Scudder does not seem to be aware that in some of the larger cities and towns of the West his dream is already a reality. For example, the auditorium of the St. Louis High School, seating 1,500 people, together with other smaller rooms, has been in use by the St. Louis Society of Pedagogy, which has for three years been carrying on work of a high order and exactly in the spirit of university extension. Something similar is also taking place at Alton, Ill. And doubtless at other points the same leaven is working. In fact, the time is ripe for such work everywhere.

SUPERINTENDENT'S MEETING.

From the preliminary programme of the annual meeting of the Department of Superintendence of the National Educational Association to be held at Jacksonville, Fla., February 18, 19 and 20, it would appear that a number of lively discussions are in prospect. The general themes are: Problems of Detailed Supervision; How Shall the Best Schools Be Brought to the People in the Rural Districts? Co-ordination, Correlation and Concentration; and Ideals in Education.

Probably the center of interest will be in the third topic, with Dr. Harris as the chief figure. But also the last theme is of vital import, especially as it is subdivided in logical order, so that there will first be discussed the question, "What Should the Elementary School Accomplish for the Child? secondly, the question: What Should the High School do for the Graduate of the Elementary School? and, thirdly, What Should the College and University do for the Graduate of the High School?

Papers on these themes are to be presented severally by Prof. Arnold Tompkins, Chair of Pedagogy, University of Illinois; Dr. F. Louis Soldan, Superintendent of Schools, St. Louis; and Dr. James H. Baker, President of Colorado University.

The results of this meeting will be awaited with great interest.

There is no more solemn responsibility than that of the teacher. And yet the teacher is subject to peculiar temptations. Probably no other allurements are greater than that of some new fad in methods. As Rosenkranz says ("Philosophy of Education,"

p. 105), "Education can be in nothing more ostentatious than in its method, and it is here that charlatanism can most readily intrude itself. Every little change, every pitiful modification, is proclaimed aloud as a new or an improved method; and even the most foolish and superficial changes find at once their imitators, who themselves conceal their effrontery behind some trifling differences, and, with ridiculous conceit hail themselves as inventors."

As Rosenkranz wrote this nearly a half-century ago, it would seem that here, as elsewhere, history is wont to repeat itself, the air being specially full in these latter times of very questionable "methods."

ART IN THE SCHOOLS.

The January number of the "Forum" contains an important paper by Wm. Ordway Partridge on the "Development of Sculpture in America," in the course of which he considers the vital relation between the art of a people and the spirit of the people as a nation. If the art is genuine, it must be native.

The article implies, rather than states, what is unquestionably true, that a nation, as such, can best comprehend and express its worthiest ideals in art form. Hence arises the question as to the most effective means of arousing universal interest in works of art, and of discovering ability on the part of individuals that, once developed, will produce such works. With such question in view, Mr. Partridge suggests that:

"The first practical way which suggests itself is by making art education in the public schools a part of the study, and as compulsory as word and cipher languages. Only a few years have

passed since art education in this country was a privilege of the rich. Now no academy in the land is considered well equipped which has not a certain course in the fine arts—too often elected, we regret to say, as an escape from more earnest study rather than for the love of beautiful things. But even this aspect is changing, and the new men are learning to care for—to understand—the great masterpieces of the world because they afford an order of enjoyment and growth which mathematics and athletics do not furnish. We must endeavor to make art education a genuine thing, a living force, and not in any sense an affectation—not merely a pretty thing to appear in a catalogue. Art education in the public schools is the surest and simplest way of bringing this people to that state of development where they can appreciate great art and what it holds for them. Year after year brings us evidence of the artistic genius of this people. It is needful that we should draw out wisely and with discretion this artistic inclination and precious instinct, and that we should encourage it, not only by the generous endowment of scholarships, but by personal sympathy, whenever and wherever such genius comes to our notice. Only such discernment and sympathy can beget great art for this people. And only in this way, on the other hand, may we become a highly civilized people. It is a contradiction in terms to imagine a high state of civilization without a great existing art."

County Superintendents desiring a thorough practical teacher and institute worker for their summer institute should write to L. Westfall, 2808 Locust Street, St. Louis. Mr. Westfall is one of our live practical school men, and will do good work in the institute.



MODERN EDUCATION.

BY WILLIAM M. BRYANT, M. A.,
LL. D.

XIV.

From what we have seen thus far, then, it appears that our "modern" education, if it is really to justify the name, must include a clear knowledge of the universal forms (1), of space relations as expressed in mathematics; (2), of physical and chemical relations involved in the inorganic world, and leading over into the organic; (3), of the physiological relations involved in the organic forms of nature, and (4), of more explicit thought-relations as expressed in logic in particular and in language in general—the latter, of course, including the fundamental literary forms.

But it is never to be forgotten that all education is, in truth, ethical no less than intellectual—that it is the education of individual minds, each in its entirety—the regulated development of individual *men* into ever-increasing personal realization of the universal type of *man*. Whence we have now to note further that the most concrete phase of education must consist in bringing the learner more and more under the pupilage of the race.

In other words, the historical aspect again presents itself as the central, vital factor of educational work. And this only so much the more, as man himself is here the direct object of study. If we would know man, we must study the process of his evolution. We must trace the essential, organic stages of his spiritu-

al—that is, his intellectual, moral, and religious—growth. We must trace out the course of development of his art-forms and of the forms of his science; we must follow the unfolding of human faith and of human institutions.

In all this, indeed, the complexity is fairly bewildering and the possibility of error correspondingly great. Only so much the more, then, is the educator bound to seek with utmost diligence for the fundamental and permanent aspects of historical growth in each sphere of human life, and to hold strictly to these in his instruction, so that the youth under his care may be brought to rightly estimate events, principles and persons.

It has been objected, indeed, that history cannot be reduced to logical formulas—that the very fact of human "freedom" places the whole course of human events beyond possibility of calculation. And, no doubt, this is true so far as that spurious form of freedom known as caprice is concerned.

But one need not be very deeply versed in history to know that the energy of such "freedom" is chiefly expended in self-contradictory processes, and that, therefore, its "permanent" products are *oltogetheo nil*.

On the other hand, one comes by degrees to recognize that true Freedom consists in a life conformed to the essential, unalterable forms of Reason; and that hence the really positive and permanent results worked out by humanity, and of which "history" is but the approximately faithful record, constitute in their total range one continuous organic process; this process being nothing else than the unfolding of the human spirit into ever-increasingly adequate realization of

its own typical or ideal nature.

Nor is it possible that in this process the chronological order should ever really contradict the logical. Even one and the same rose-bush will present whole series of roses, some blooming earlier and dying, while others are as yet only in the bud. Nay, some will have a worm at the heart and unfold nothing more than a blighted, deformed fragment of a rose. And yet in every instance whatever development really takes place cannot but follow the logical order from simple rudiment, through increasing complexity of form, to whatever stage of advancement may finally be reached.

So, too, nation after nation has blossomed out on the great rose-bush of the world, and not one could escape the logical necessity of passing from simple beginnings through ever richer phases to such culmination as for it proved possible. Did not the Hebrew rose flame with prophecy? And the Greek—was not that dazzling in the luminous beauty of its white forms? And the Roman—could that be matched for its rich elaboration of the splendors of the law? And by patient cross-fertilization of these with later species have we not at length secured those rare modern varieties of which we fondly believe our American Beauty to be the very finest of all?

True, the heart of the Punic rose was eaten out by the worm of greed, while other buds have been blighted by the tropic sun of lust or by the arctic frosts of savage hate. But nowhere has the order of development failed to prove itself a necessary order in the sense that failure to follow it is simply to fail altogether of actual development.

There is, then, a rational order constituting the central, organic

principle of all history and rendering it a continuous, consistent developmental process. And the teaching of history which fails to render this clew apparent in ever-increasing degree to the growing mind of the student is but a mockery. Only by means of this Ariadne-thread can one hope to range successfully the labyrinth of history and master that veritable minotaur named Fact.

And this is true whatever the phase of history one may attempt to learn or teach—whether one would trace political development, or religious development, or the development of art or of science. Everywhere essentials! and let "facts" be always so chosen as to emphasize just these essentials as constituting the great ganglia or nerve-centers in that most elaborate of all organisms known as Human Society.

XV.

Finally, in philosophy, as essentially the Science of Mind in the fuller sense of the term, the same rule ought constantly to be observed. Here the task is to trace (1), the ideal or typical nature of mind as such, and (2), the fundamental means and the true methods for the actual realization of that type in the lives of individual men. That is, on the one hand we have Psychology, while on the other hand we have Ethics. In the first we trace out the necessary logical order of development, together with the complex grouping of the fundamental modes pertaining to every created mind. Though, as but one type of Mind is conceivable, it is evident that the conclusions reached must be regarded as true also of the Creative Mind. At the same time there is this highly significant difference; that the latter must be conceived as eternally perfect; instead of struggling, as the former of necessity must do,

through time toward Perfection.

In Ethics, again, we trace out those fundamental relations—economic, social, civil, and religious—between man and man which are necessarily involved in the struggle of multitudes of individuals to unfold, each in and for himself, the one ideal or typical nature belonging to all.

That is, in Psychology and Ethics we have the last degree in the possible condensation of the history of the human world in its most essential and, therefore, truly permanent significance. And now we may just as well frankly confess that for the full development of these results two other sciences are necessary. Of these, Logic, as furnishing the universal forms of all science, has already been brought under brief consideration. The other is the much-despised science of Metaphysics—despised most by the worst (worst because unconscious, and hence self-mystified) metaphysicians.

It is this latter science through which, in the most summarized form possible, are traced to their ultimate organic unity all the fundamental lines of relationship as between the individual mind and the *total world*. And the last result of this science is the proof that both the physical and spiritual aspects of the world but constitute the complementary modes through which the ultimate creative Mind is forever manifested.

Thus, the *Science of Nature* finds its ultimate significance in the *Science of Man*. If we must study the ascidian to rightly know humanity it is not less true that we must study the humanities to rightly estimate the significance of the ascidian. Nothing in truth has significance for man save in its relation to man. For itself, each individual soul is the center of the universe—a liv-

ing, infinitely perfectible unit in the midst of an infinite environment. In the degree in which it attains clearly conscious spiritual life by so much the more clearly must such living unit recognize that in its inmost essence this "environment" is, above all, a spiritual energy, and that progressive adjustment thereto means nothing less than the gradual realization in one's own being of the rhythm of Eternal Life.

Hence it is in and through such infinitely perfectible being as man that the ultimate creative energy presents its most adequate objective mode of self-manifestation. And it is precisely for this reason that in the scheme of an ideally perfect education for the individual the subjects last referred to and given least notice in this address are the richest of all in value, and for the pursuit of which the whole range of discipline, whether in "Science" or in language, is but the fitting preparation.

Far enough short of such fully-rounded education fall the results of our present-day school-room work of whatever grade! And yet it is only by steadily keeping before us the clearest, most adequate possible Ideal that we can be assured of any substantial ground of hope that there will be genuine improvement in present Reality. Only by steadily contemplating such Ideal can we be brought to awake out of our complacent dreams of present attainment, and led to enter resolutely upon the struggle through which alone, as educators, we can redeem ourselves from the obscurities and vagaries rendering us more or less "antiquated" in our aims and methods, and in so doing emerge into the clear light of fully-rounded and hence genuinely modern education.

"DEMOCRITUS said, 'Words are but the shadows of actions.' Necessarily we cannot tell you in a few words *all* the reasons why you should do your trading at 'Famous,' but the fact that we open accounts with teachers, give them a special discount on all purchases, and sell the very finest goods for the least possible price, should be sufficient reason for giving us a share of your patronage.

ENGLISH IN HIGH-SCHOOL AND COLLEGE.

PROF. L. A. JOHNSON, PH. D.

Part III.

5. A fifth aim which should be present with us from the beginning of the course in English in the high-school, is to acquaint the student with a body of good literature that may, in his after course, be drawn upon for illustrations of the various principles of literary art.

I have already spoken of the value of the love of good reading to the student. Here I wish to emphasize the importance of due regard to the variety and extent of his reading as something distinct from its quality. While we are teaching the fundamental principles of grammar and rhetoric, the student should be unconsciously collecting material through the use of which may be built up in his mind later on the elements of literature—of artistic expression. To make preparation for this, he should become acquainted by the end of his first college year—perhaps by the end of his high-school course—with one or more masterpieces in epic, lyric and dramatic poetry, in the novel, in romance and in the essay. This would give the necessary variety. While studying critically, say, "The Legend of Sleepy Hollow," or "Rip Van Winkle," for the enforcement of the principles of grammar and rhetoric, he might be required to read the whole of the "Sketch Book;" or if Hawthorne's "Great Stone Face" be made the basis of critical study, let all of "Twice Told Tales" be read. If it is found expedient to study in class but one book of "Paradise Lost," let all the rest of the poem be read in private.

To secure due attention in the

rapid reading here suggested, stated examinations calling for elements of subject matter may be relied on; or written outlines may secure the requisite acquaintance with the works assigned. These methods and such like, employed throughout the earlier years of the course with all the species of literature will secure that extent of familiarity with literature which will meet the demands of illustration in the student's further study.

6. The last object I shall name of a course in English is, to acquaint the student with all the principles that differentiate each species of literature from every other species, and so build up in his mind a system of criticism that will enable him to form sound literary judgments and thus get from literature the answer to the question, "How to live?"

This course in the elements of literature contemplates the development in the student of clear conceptions of literature as an art as distinguished from other forms of good writing. Each piece of literature is to be judged by the same principles used in judging a painting, a piece of statuary, or a piece of music; that is to say, the world of aesthetics is to be laid open to him; and literature as one of the fine arts is to be looked at, examined, as a criticism of life. We study the elements of grammar, of philology, and of rhetoric; why not study the elements of literature? Why not examine the great masterpieces of literature as works of art? It is only by an examination of them with this end in view that we can get at their significance, or realize from them the half of what they contain for us. Every genuine piece of literature studied in this way reveals or makes clearer

some phase of human life and helps to answer the question "How shall I live?"—a question of deep significance. This course would take the student over all the species of literature, examining the elements of form and the elements of subject-matter, and teaching him how to discover the artistic reason for each piece of literature that passes under his eye. He finds that "Macbeth" or "Hamlet" is not merely a tragic tale enacted before our eyes, but a deep and significant representation of certain phases of human life; that while it matters little to us whether Macbeth or Hamlet ever lived in the body, that to our imaginations they are real, living persons, types of certain characters, and that in our acquaintance with them we have extended our knowledge of the human heart and of the moral order of the universe.

The six objects of a course in English which I have thus touched upon, should, in my opinion, be held in mind from the beginning of the high-school course to the close of the required work in English in the college. Much can be done toward the attainment of most of them by the close of the first college year, and certainly by the close of the second all of them should be more or less perfectly realized. A third year spent, after this thorough equipment, in the study of literature, as literature, will complete the required course for the degree of A. B.

Trinity University, Texas.

SIDNEY SMITH said, "It is always right that a man should be able to render a reason for the faith that is within him." There are several reasons why you should do your trading at "Famous," Cor. Broadway and Morgan. In the first place accounts are opened with all public school teachers, and that is sometimes a great convenience. Secondly, a special discount is made to them on all purchases in all departments. Thirdly, The stock is so large and assortment so varied you are sure to find what you want, and lastly, the prices are always and absolutely the lowest in the city of St. Louis."

GEOGRAPHICAL NAMES.

BY SARAH NEWLIN.

"Mere nomenclature is as sterile in geography as it is in botany or anatomy. This everlasting repetition of names of places makes geography unpopular."—D. S. Gilman.

In all new countries, such as ours, the need often arises for giving a name to a place. It is very desirable that those who are called upon for such a service should know what constitutes a good name, and have some ideas or principles to guide them. It is said that one person who had the naming of several of our new towns took a classical dictionary and scattered broadcast over these barely projected sites the historic names he found in it, both personal and geographical! A grandfather's clothes may be beautiful and excellent, and yet they are unfit for a baby. A name may be good in itself, but either unsuited to a particular locality, or so full of old associations that it sounds grotesque on a new place, and extinguishes its chance of individuality. We have many good geographical names, some rarely beautiful and appropriate. We have, also, many bad ones, and the bad have not seldom replaced original good ones. Geography can be made interesting. Nomenclature need not be sterile. Let us be tolerant of sterility. The Indians give significant names to both persons and places, and we have inherited many of the latter; let us hold fast to them. There is always interest in names that describe places, or preserve their histories, never any in mere echoes.

Surely the names on the map of England are not sterile to those who see the site of a Roman camp in each of the Chesters, Winchester, Colchester, Dorchester, Chichester, etc., the landing place of the Northern invaders and the first Angle-land or England in the shire of the Northfolk or Norfolk, the early settlement of the Saxons in the East-Saxe, or Sexe (pronunciation was various in the foreign name, and spelling was all phonetic then), Essex, West-Sexe, Wessex, South-Sexe, Sussex, etc. The little known, far-off North-Humberland, in the shrunken section of that outlying province, which still bears the name, but does not touch the Humber river, the rural Ox-ford and Cam-bridge, in the great university towns which have never disowned their simple, early designations, etc. And anyone who had

once noticed the fitness of Yare-mouth and Exe-mouth would not put a mouth on a mountain top unless it was a Cavesmouth or Densmouth! The hams, wicks, burys and lys are eloquent to the ethnologist, and tell us all of the mingling of the nations long ago on British soil, as they mingle on our own to-day. And how Irish the Irish names are, how Scotch the Scotch! Killarney, Kilkenny, Kilmallock, Killaloe, the country seems, as some of its robust natives often proclaim themselves to be "kilt entirely." Selkirk, Valkirk, etc., tell us that we are in John Knox's country, while Port Patrick and Kilmarnock show its old kinship with Ireland.

Unfortunately, descriptive names are repeated in positions where they are meaningless, but let us appreciate their primitive significance. Coming down the stream of time, noting the changes and the growth, see how the "west" of early settlers soon became the east for later ones, how "Green Bush" and "Maiden Lane" still witness to the little rural London where now stands the largest of towns, and life and interest will not be lacking.

In our own hemisphere what a pathetic history is written in the Indian names that dotted the whole continent long before it was "discovered" by Columbus! How those we have left unchanged still witness, in many dialects, to the Indian's attentive ear, observant eye, and heart alive to all natural beauty. Even to our alien ears, usually deaf to their meaning, these names are almost always musical, and experience tells us that they are always expressive. We have driven the original owners from many a lovely spot which they called from some characteristic feature, and we have then renamed it, as blind and deaf men might have done, with meaningless echoes from foreign lands, or such shocks to ear and mind as Bloody Gulch, Tombstone, etc. When will American ethnologists tell us the meaning of all, so-called "Indian" names, and give us historical atlases of the America that the discoverers found? When we do understand the Indian names, how expressive and fit they are. How much they tell us, while they charm our ears. Ontario—the Great Water; Niobrara—Swift Water; Niagara—Thunder of Waters; Mississippi—Father of Waters; or Missa Zibi—Everywhere a river; Minnesota—Sky-tinted Waters (from its many blue lakes); Kennebec—Long River; Rap-

pahannock—Stream with an Ebb and Flow; Shenandoah—Daughter of the Stars (from its sparkling waters); Monongahela—High, Broken Bluffs; Minnehaha—Laughing Water; Minnewaken—Holy, or Mysterious, Water (from its strange bubblings), renamed by "civilized" (?) people Devil's Lake! And how many more, the meanings of which no one has taken the pains to find out.

And after the great Discovery, how our maps tell of the coming of the nations here, and show their channels of entrance. First the Spaniards, in the Bahama and neighboring islands, through the Gulf and the ancient kingdom of Mexico, where the Aztec name could not be displaced, and spreading through what are now our own Southwestern States, and up the Pacific Coast. Florida tells of their delight in the Land of Flowers after their long voyage. But ships were their only means of conveyance, the water their only road, so their races are all on the coast. Other names there show that these so-called "first discoverers" found predecessors in possession. Alas for them, the true, original settlers at Tallahassee, Appalache, Tohopekaliga, and many other places.

In most of the names the Spaniards left us not only their nationality, but their religion is recorded; devout Romanism is reflected in San Salvador, San Domingo, San Antonio, Santa Fe, San Francisco, San Jose, etc. We can trace the boundaries of the Spanish settlements in these names.

Then came the English through the Chesapeake and Massachusetts Bays, among other tribes of Indians as we see by those two names. How they also wrote their histories on the lands they settled, and how different those histories were! In the Southern English colony the names tell of monarchy and loyalty; we do not need to be told that these settlers were royalists. Virginia, the Virgin Queen's province, Jamestown and Yorktown honoring the royal brothers; King and Queen County, Princess Anne County, King William County, Orange, Hanover—see how they even date themselves. And mingled with these new names are repetitions of others from old England, which were familiar and dear to the colonists. We can sympathize with the feelings which led to these repetitions, but how interest dies out of the name in the transplanting. Sussex, Norfolk, Lancaster, etc., tell of fond memories, and perhaps a little home-

sickness for the mother country; so there is a record of them, but their appropriateness is gone.

But in the Massachusetts settlements there is little evidence of affection for royalty. The Puritans, too, loved old England, and named some of the new homes after their old homes—Plymouth, Boston, etc.—but not one after the rulers who had oppressed them. The names they chose expressed their faith, and their longings for rest and peace, or were descriptive of the locality—Providence, Salem, Concord, New Port, Fair Haven, etc. The religious fervor was too intense, and too narrow, to last long; political records soon succeed the spiritual ones on these bleak rocks, while the Southern English colonists spread their loyal names all around them for a long time, north into Queen Mary's land, with its chief city honoring the queen's faith in the Romish Lord Baltimore, and south into the Carolinas, during the reign of the Charleses, and still farther south into Georgia in the Georgian era. See how the English names stop at Georgia. We touch the other nationalities there—the Spaniards in Florida, but a new band of colonists in Louisiana—for Alabama was not separate then. They are French; their province is called after their king, but they remember France rather than her rulers, and their chief town is a New Orleans. They came in by the Gulf and the great river—still, as then, bearing its Indian name—Mississippi, and see how they established themselves along its banks—Baton Rouge, St. Louis (the great patron saint of France), Des Moines, Prairie du Chien, etc. Going farther and farther north, always hoping to meet others of their countrymen who had entered the continent through another great river far to the north, which they named the St. Lawrence. These most northern immigrants had many heroic souls among them. They had come, not for their own good, but solely to convert the natives, whom they followed into the wilderness, settling among them on the shores of the great lakes at Detroit (we have dropped the accent and Anglicised the pronunciation, but, fortunately, not changed the spelling, so we recognize the French word for strait), Sault Ste. Marie, Detour, Au Sable River, Ste. Claire, Presque Isle, Perrepoint, Belleville, etc. But they retained the names the Indians had already given, so we still know most of the great lakes by their beautiful

native names—Ontario, Erie, Huron and Michigan—the last reminding us in its French *ch* through what tongues we first heard of it, for some Indian syllables they could not pronounce. Have we ourselves to thank for stupidly calling the grandest of all lakes Superior?

And meanwhile another band of colonists had entered the country by still another great river. Its waters and beautiful banks still witness to their distinct nationality. How thoroughly Dutch they are! Not Hudson, so much, but Zuder Zee Tappan Zee, Haverstraw Bay, Spuyten Deyvil, Hoosick, Yonkers, Peekskill, Poughkeepsie, Kinderhook, Kaatskill, etc.

Then comes our Revolutionary story, telling itself on the face of our country. Pittsburg supplanting Fort Du Quesne. Ah, the French could not carry out the plan of a chain of forts to connect their two distant colonies. And England's great commoner was our friend; Wilkesbarre shows that Col. Barre, too, sympathized with the American "rebels," and the demagogue Wilkes was supposed to do so, though it was little honour to Col. Barre to link his name with that of Wilkes; Lafayette, our good ally; Washington, Franklin, Hamilton, Jefferson, Madison, our own heroes; Freehold, Liberty, Independence, Union—the "rebels" had won control of their own country evidently, and not fallen apart in victory.

Well chosen names will either mark some natural feature of the locality, and refresh the ear of even the passing traveler, as Still Water, Fresh Water, Swift Water, Deep Stream, Cold Spring, Eagle Lake, Deer Island, Overlook, Point Lookout, etc.; or they will record something of human history, love of the mother country, love of monarchy or of republicanism, honor to the heroes of the day, etc. They are sure to be sterile when there is neither description nor history in them, and especially when they are dry husks stripped from rich old foreign kernels. Who does not groan at the absurdity of an American Corinth, Syracuse, Carthage, Rome, Paris, etc. Shame on us that we should have spread cart-loads of these dry husks over our virgin soil, and even discarded beautiful native names for them! Let us get rid of them if we can, and let us at least have no more of them. Let nature or humanity speak in our names, not pedantry, or long-distance telephones! And when a place has an in-

digenous name, let it never be changed. "How is it that you Republicans have a Princeton and Kingston?" asked an English lady. The reply was obvious—Because we do not wish to destroy but to keep our historical records. What is new is apt to be crude and of slight interest; the old, if alive and growing, is full of richness. Let us keep what records we have, and be jealous of them. Our big Yosemite trees have been well named Sequoia, after perhaps the greatest native American, the Cherokee Chief who invented an alphabet, which is said to be as efficient and far simpler than the one we use. Let us not tolerate having those American trees renamed "Wellingtonias"! The Iron Duke knew little of us, and cared less.

In these days of Normal Schools all teachers could learn a few simple rules for the pronunciation of foreign names, and the meanings of common prefixes and suffixes, as that wald means forest, bruek—bridge, Spa—Spring, Baden—Bath, Rio—river, Ville—city, etc. They could easily be taught that in southern and oriental languages the *i*'s are pronounced *e*, and the *a*'s are broad, and they would not then call a town of India Dell-high, etc. The gain of Anglicising names is little, if any; of Frenchifying them still less, and in all change the loss is great. We lose the native flavor and the reality of knowledge, and a beginning on the language which a true foreign name would give us: "There is no such place as Leghorn in Italy," said an Italian gentleman most truly. The incongruity of such a name on Italian soil must strike any lover of the musical Italian language. Italian is more easily pronounced by English-speaking lips than French. Yet a pupil turns from the Latin Grammar to our map of the Latin country, and even to our histories of the Latin race, and sees no connection between the two in the geographical names, some of which have remained unchanged for three thousand years. We actually choose to introduce and keep them in French disguises! Where is the difficulty in pronouncing Roma, Venetia, Milano, Napoli, etc.? And who does not feel a breath of Italy in them which is quite lacking in Rome, Venice, Milan and Naples? We should be much amused if anyone called Tivoli Tivles, but is Naples for Napoli less absurd? Let us get rid of these travesties. Let our gazetteers give us the true names,

their meanings and derivations if possible, and guides to their pronunciation; and let our maps give us as true ideas of foreign countries as of our own, and be recognizable by the natives of those countries. Then Geography will place keys of all countries and of all languages in the hands of pupils, and lists of names will be, not sterile, but suggestive, rich, and varied as the primitive costumes of the nations.

As it has been taught, geography was like the, happily, obsolete study of conchology. The living creature that formed the growing shell was forgotten, and the empty shell was naturally a sterile study. But is interest lacking in the shell when we are learning of its living inmate's life and growth? To the pupil who started right, maps of the earth as it now is would suggest growth, broaden sympathy, tell of life and awake the interest that life always gives.

Philadelphia, Pa., Jan. 3, '96.

DECIMAL FRACTIONS.

BY H. D.

1. Principles of increase and decrease, made clear by illustrations; such as 5, 50, 500, 5000, 50000, 500000, and 5, .5, .05, .005, .0005, .00005, .000005. I should not try any more than have the above fully understood by every one of the class; not only the apt ones, but also the slow ones. Show the child that .5 is another way of writing $\frac{1}{2}$, thus $.5 = 5 \div 10$ or $\frac{1}{2}$. It is more convenient, often, to use .5 than $\frac{1}{2}$. Therefore, we use it. Decimal fractions are simply one class of the common fractions expressed in a different manner. They are simply fractions having a denominator 10, 100, 1000, etc.

2. Writing decimals. Learn orders, tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, millionths, ten-millionths, hundred-millionths, billionths, ten-billionths, hundred-billionths, trillionths. I consider that far enough. I should write these words until all can spell them. These words look ugly if spelled incorrectly. Learn to name and to write them. Don't forget the hyphen. John, name the fourth order. Mary, give the seventh order. Peter, name them backwards. Teacher, dictate not 10, but 50 or 100 decimal fractions.

3. James, will you put these on the board? .25, .304, .082, 1.3, 54.0004, 194.5, 345.0916, .1896, 20.001008, 1489.690001.

Mary may read them. Ruth may read them. Jacob try it. Who made a mistake? Papers or slates, ready. Please write these ten decimal fractions dictated by the teacher. Exchange papers. Lucy may read hers by naming the figures in succession and calling the point, decimal point—14.3085, 1, 4, decimal point, 3, 0, 8, 5, etc. Those that have it as Lucy read may go to the board and write 10 decimal fractions for the others to read. Don't put in any ands except at the decimal point when reading a whole number and a decimal fraction combined.

4. Addition problems of your regular book.

5. Addition problems of some other book.

6. Addition problems given by some pupil.

7. Subtraction examples of the regular book.

8. Subtraction examples of some other book.

9. Subtraction examples of an original nature.

10. Multiplication problems in your text-book.

In addition and subtraction it is only necessary to place tenths under tenths, hundredths under hundredths. In multiplication show why we point off in the products as many figures as are in both multiplicand and multiplier. $1.10 \times 1.10 = 1.100$; then $.1 \times .1$ must be equal to .01, or as many decimal places as are in both multiplicand and multiplier.

11. Multiplication problems of some other book on the teacher's desk. These examples may be put on the board by some fast pupils; some that get through with their work too soon and then get into mischief. No doubt every teacher has more than one arithmetic. If he has not, he is not anxious that his pupils should learn decimals very thoroughly.

12. Let some genius of the class (there is one in every class) place, say, ten problems on the board for the pupils to solve. The teacher may suggest the nature of some examples in multiplication of decimals.

13. Division of decimals as given in your text. To point off in division is already known from multiplication of decimals, since division is the reverse of multiplication. Product corresponds to the dividend and the quotient to multiplicand or multiplier.

14. Division problems of some other book.

15. Original examples by some members of the class, to be placed on the board, in which division is required.

16. Original problems in multiplication and division mixed, in order to make the child think, or, better, reason. Example: If 1 pound of butter costs 30 cents, what will 5.5 pounds cost? If 5 pounds cost \$1.50, how many pounds can be bought for 75 cents? If 25 pounds of butter cost 50 cents, what will 8.03 pounds cost?

17. Devote one lesson to decimals as applied to United States money. Let no one, in a class of 20, write 5 cents without the cipher and decimal point. Show the connections: 5c, or .05, or 5-100, or 1-20, 20 nickels in a dollar; 1c, or .01, or 1-100, 100 cents in a dollar; $\$1.16\frac{1}{2} = 1.165$; $\$2.16\frac{1}{4} = 2.1625$; $\$3.87\frac{3}{4} = \3.8775 .

18. Reduce common fractions to decimal fractions: $\frac{3}{4} = 3.00 \div 4 = .75$.

Put as many decimal places to the right of the numerator as are necessary. Only point off correctly, and no law is violated.

19. Reduce decimal fractions to common fractions: $.25 = 25 \div 100 = \frac{1}{4}$; $.2 = 2 \div 10 = \frac{1}{5}$; $.40 = 40 \div 100 = \frac{2}{5}$.

20. To reduce a decimal of one denomination to an equivalent decimal of another denominator, is identical with the reduction of compound numbers. It requires no special illustration if the foregoing is properly performed.

To find the value of a decimal in integress of a lower denomination: 25 bu. to pks.— $25 \div 100$ of 4 pks. equals 100-100 pks, or 1 pk., etc., etc.

Next day give your pupils ten miscellaneous examples about decimals, and if your pupils make an average of 80%, consider yourself a very fair teacher. If pupils learn all this in one month, and know it thoroughly, they have done enough, and they, as well as you, feel that you did not work for money only.

Jan. 10, '96.

SOUTHERN EDUCATIONAL ASSOCIATION.

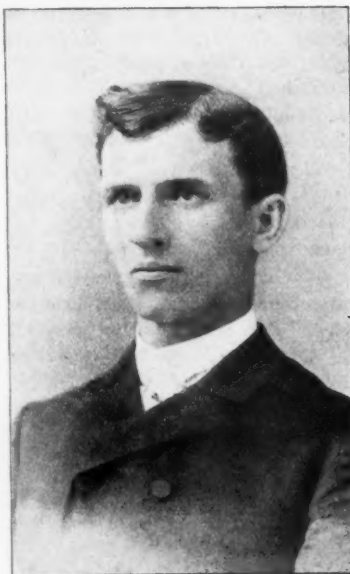
December 31, January 1 and 2 the Southern Educational Association met in the elegant and spacious Opera House at Hot Springs, Ark. Never in the history of this association has so large and enthusiastic a body of educators and friends of education convened on a similar occasion. At the opening of the meeting a hearty welcome was extended to all present by Dr. R. H. Taylor and State Superintendent Junius Jordan in their forcible and interesting speeches. President J. R. Preston responded in a fine and appreciated address.

During the session of the association very interesting addresses were made by Hons. W. T. Harris of Washington, D. C.; N. C. Daugherty, president of the National Educational Association; Minor Wallace, Texarkana, Ark. Fine papers were read by Maj. J. B. Merwin, St. Louis; State Superintendents Junius Jordan of Arkansas; W. N. Sheats of Florida; J. R. Kirk of Missouri; Profs. W. Rose, Nashville, Tenn.; A. E. Lee, Fort Smith, Ark.; J. H. Phillips, Birmingham, Ala.; T. F. McBeath, Jacksonville, Fla.; R. H. Jesse, Columbia, Mo.; Mrs. George of Little Rock, and Dr. Leslie Waggener of Austin, Tex. There were many able discussions on the above papers by other members of the association.

The richest treat of the meeting was the humorous lecture upon "The Pains and Pleasures of Teaching," by Hon. Alex. L. Peterman, editor of the "Southern School," of Lexington, Ky. Mr. Peterman's deductions are drawn from personal experience, and, like Charles Dickens, he seeks to bring about reform through the medium of ridicule and laughter. The election of officers for the ensuing year resulted as follows:

J. H. Phillips, Alabama, president; J. M. Carlisle of Texas, vice president; George B. Cook of Arkansas, secretary; Alex. L. Peterman, treasurer.

We feel assured we voice the sentiment of all who were so fortunate to be in attendance at the meeting in saying we had a delightful visit to the "City of Vapors," and truly appreciate the many courtesies shown us by the good people of Hot Springs; and our stay in that wonderful city



J. H. PHILLIPS, Prest. S. E. A.,
Birmingham, Ala.

of curiosities will ever "remain as fresh in our memories as an oasis in a desert."

Hot Springs is as well prepared to entertain a large gathering as any of the largest cities in the United States. No hotel, anywhere, could have excelled the "New Year dinner of 1896" at the Arlington or the Waukesha. Superintendent George B. Cook did valuable and efficient service for the association. We are under lasting obligations for appreciated favors to Messrs. Richardson, Bill and Remy, of the Hot Springs Railroad, and Mr. H. C. Townsend of the Iron Mountain road. Whenever you desire to visit Arkansas and Texas, take the Iron Mountain route, and you will receive good attention and accommodations.

NOTES.

Commissioner Harris' address on "Moral Education" won the hearts of all his hearers. He speaks direct to the people in such a practical manner that everyone is greatly benefited.

General Gordon of Memphis made a strong speech opposing many of the ideas advanced by the kindergartners, but the women were after him, and Mrs. George of Little Rock very ably held up their side of the question.

We wish those people of the North who imagine that the South does not believe in educating the negro could have heard the able discussions of

that topic. Superintendent Phillips of Birmingham and McNeill of Kansas City have given the subject much thought and careful study and their papers gave a very complete statement of the proper training of the negro race by teachers of that race. The general sentiment was that "the school men who were opposed to the education of the negro have either died, changed their opinions or moved out of the country."

Our business manager found that the "American Journal of Education" was certainly in the "house of its friends." More than one hundred new subscribers were received at this meeting. Subscribing for the "Journal" was the fashion. Subscriptions were received everywhere, at the meeting, at the hotels, even in Happy Hollow, and two gave their orders while on the very tip-top of the mountain. For all these and many other favors we are very thankful.

President Dougherty's speech completely captured the Southern Educational Association. The educators of the South will gather in great hosts at Buffalo in July.

Our State Superintendent of Missouri, John R. Kirk, put in practice the old adage, viz., "Begin low, go slow, rise higher, strike fire." His paper on "The Township System" was brimming full of the practical, and brought conviction to many doubters on that subject.

Texas is not only the land of magnificent distances, but of educational enthusiasm as well. Messrs. Hodge and Phelps of Newton County rode a hundred miles across the country, and Messrs. Bishop and Morrison of Morley County rode sixty miles and forded two rivers to reach the nearest rail way station on their way to Hot Springs. Such a record of educational enthusiasm has never been equaled.

The following resolutions were unanimously adopted:

Resolved, That we heartily indorse and recommend the bill introduced in the Senate of the United States on December 1895, by Hon. E. C. Walthall of Mississippi, entitled, "A bill to make an equitable adjustment of the grants of land to the several States of the Union for the several States of the Union for the aid of the General Government for the aid of the



GEORGE B. COOK, Sec. S. E. A.,
Hot Springs, Ark.

public schools in the several States have been unequal; therefore, be it

Resolved, That a committee of fifteen be appointed by the president of this association, of which the president of this association shall be chairman, whose duty it shall be to prepare and submit to Congress a memorial praying for other grants of land, in order that these benefits may be equitably distributed to the other States and to ask the aid and co-operation of the National Educational Association in this matter.

Whereas, Some States of the Union are committed to the education of the American Indian, and all are justly committed to the education of the negro; and

Whereas, There are serious difficulties in adapting the educational topics, means and methods of a race in the zenith of maturity, to races still in their infancy; and

Whereas, The educators of the States most immediately concerned in solving these problems desire the counsel and assistance of the profession throughout the Union; and, therefore, be it

Resolved, First, That the Department of Superintendence at the approaching meeting at Jacksonville is hereby requested to join the Southern Educational Association in recommending to the National Educational Association the appointment of a committee to consider and investigate the entire field of education as related to these infant races, and to make report to the National Educational Association, accompanied by appropriate recommendations.

Second, That a committee of three be appointed by the president of this association to present these resolutions to the Department of Superintendence at its Jacksonville meeting, and to urge favor-

able action by that body.

Resolved, That the thanks of the Southern Educational Association be tendered to the local Committee of Arrangements, and especially to its chairman, Superintendent George B. Cook, for the excellent provision that has been made for the entertainment of the association, and to the good people of Hot Springs for their kindness and hospitality, to the various railroads for their co-operation to insure the success of the meeting.

T. F. McBEATH, Florida,
Chairman,

J. H. PHILLIPS, Alabama,
J. M. CARLISLE, Texas,
E. E. BASS, Mississippi,
J. B. MERWIN, St. Louis,
J. L. BUCHANAN, Arkansas,
R. H. JESSE, Missouri,
Committee on Resolutions.

The following resolution was submitted by the subjoined names and unanimously passed:

Resolved, That this association request the directors and managers of the National Education Association for the South to extend the invitation of Hot Springs to the National Educational Association to hold its session of 1897 at this place.

JUNIUS JORDAN,
J. L. HOLLOWAY,
J. R. RIGHTSELL.

ISABEL CROW KINDERGARTEN ASSOCIATION.

The annual meeting of the Isabel Crow Kindergarten Association was held on Saturday, January 11, at the rooms of the Training School, 3401 Morgan street, St. Louis, bringing together a choice company of women and men—some prominent in educational circles, some as society mothers, some as the representatives of city pulpits.

The president, Mrs. Blaisdell, after giving a brief history of the association, which had its rise in the "Wednesday Club," and became a corporate body on July 11, 1894, said that the object of the association was to maintain charity kindergartens in the city of St. Louis for the care and education of young children under legal school age, and to instruct persons in Froebel's methods for this work.

The school has a course of three years—though not successive years. One year in the Training School wins an "assistant's certificate;" two years confers a "director's diploma," but the applicant for the diploma of "normal trainer" must have been a successful director of kindergarten for a period of three years.

Last June one pupil graduated as "normal trainer" and two as "assistant teachers." These young women immediately secured positions of trust and responsibility in the East for summer work.

The vice president, Mrs. Cushman, followed with an eloquent plea for the equal opportunity of the poor, which was ably supplemented by Mrs. Clardy, who is engaged in pioneer work on Collins and O'Fallon streets.

Reports from the Training School teachers, Miss Waterman, Miss Runyan and Mrs. Maury, were listened to with deep interest, Miss Dozier following with some account of her "Mother's Class" for the study of child nature.

The Rev. Dr. Holland being called on, made an inspiring impromptu address, in which appreciative reference was made to the work of Miss Blow.

Professor Cook followed, paying a graceful tribute to those co-workers in progressive education—Dr. W. T. Harris and Miss Susan E. Blow, who, he said, so perfectly supplemented each other.

Miss Mary C. McCulloch, in response to a call by the president, made a short but comprehensive speech in favor of kindergarten extension.

Our space does not allow of a further report of this most interesting meeting—of the secretary's statistics and the treasurer's balance, at the banker's—but suffice it to say, that two kindergartens are supported in connection with the work of the Training School, in which eighty (80) children, between the ages of three and six years are being educated—one at 1206 South Seventh street, and the other at the South Side Day Nursery.

The meeting closed with the election of the new Board of Managers for the coming year, which include the names of many of the most prominent and active women in St. Louis circles: Mrs. A. N. Blaisdell, president; Mrs. E. C. Cushman, vice president and treasurer; Miss S. V. Beeson, recording secretary; Mrs. T. G. Meier, corresponding secretary. The Board of Directors is composed as follows: Mrs. E. C. Sterling, Mrs. Beverly Allen, Mrs. Benj. O'Fallon, Miss Cynthia P. Dozier, Miss Mary McCulloch, Mrs. Edward Wyman, Mrs. W. C. Cushman, Mrs. Edmond LaBaum, Miss Mary Watterman, Miss Runyan, Mrs. George Durrant, Mrs. G. A. Finklenberg, Mrs. A. Flickinger, Mrs. Clardy, Mrs. Harold Tittman.



GEORGE WASHINGTON AND ABRAHAM LINCOLN.

The two names most prominently connected with the school work in the teaching of history, biography and patriotism this month are Washington and Lincoln. One on the 12th of Feb-



ruary and the other on the 22nd. Let each be made much of to instill in the pupils a love for our heroes, our country, our liberty and our flag. The outline for the study of Lincoln in another column is right in line with this month's history lesson as given for the eighth grade, and the quotations from his speeches will make good mottoes for the blackboard.

We will not attempt to give any full programme, but hope that the following selected material may be found helpful:

R.

RECITATION, "LIKE WASHINGTON."

By a Very Young Pupil.

I.

I think I'll be like Washington,
As dignified and wise;
Folks always say a boy can be
A great man if he tries.

Washington's Birth-Day.

W. H. PONTIUS.

SOLO or SOLL.

1. Tell it ye winds to the farth - est earth,
2. Who was like him when the storm - cloud burst
3. Who was like him when the storm - cloud past

mf

This is the morn of a he - ro's birth;
And ground the land 'neath a host ac-curst;
The work of years at an end at last;

Waft glad the ti - dings from 'ea to sea
When stars of hope in the s'ky were dim
When bon'd all hearts as a wind - swept wood

By Permission of Echo Music Co., Lafayette, Ind.

II.

1732.

And then, perhaps, when I am old,
People will celebrate
The birthday of John Henry Jones,
And I shall live in state.

In seventeen hundred thirty-two
George Washington was born;
Truth, goodness, skill and glory high
His whole life did adorn.

III.

1775.

John Henry Jones is me, you know—
Oh, 'twill be jolly fun
To have my birthday set apart
Like that of Washington.

In seventeen hundred seventy-five
The chief command he took
Of all the army in the State
And ne'er his flag forsook.

GEORGE WASHINGTON.

1783.

A recitation for five small boys. Let each boy hold in his right hand a card with date, lifting it high during his recitation.

In seventeen hundred eighty-three
Retired to private life
He saw his much beloved country free
From battle and from strife.

Washington's Birth-Day. Concluded.

Colla Voce.

This is a na - tion's great ju - bi - lee.
And men's heart failed them Who then like him?
Who then was like him the great and good?

CHORUS.

Blest be the day and the kind - ly sun That gave to this
world a Wash - ing - ton, Blest be the day and the
kind - ly sun That gave to the world a Wash - ing - ton.

1789.

In seventeen hundred eighty-nine
The country with one voice
Proclaimed him President to shine
Blessed by the people's choice.

1799.

In seventeen hundred ninety-nine
The Nation's tears were shed,
To see the patient life resign
And sleep among the dead.

All.

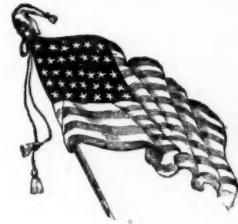
As, "first in war and first in peace,"
As patriot, father, friend.
He will be blessed till time shall cease
And earthly life shall end.

—Young People's Speaker.

A Morning Meal.

OUR picture this month will make a
splendid subject for a Language lesson.
Send us some of the best, written by
children not more than 10 years old.

TEACHERS in the public schools,
where do you buy your wearing apparel?
We would like to have you open an
account with us, and take advantage
of our special discount to teachers.
Our stock of ladies' shoes, millinery,
notions, cloaks, suits and furs, corsets
and underwear is unsurpassed in the
city, and our Economy Basement will be
found full of bargain surprises.



FREEDOM'S FLAG.

Song, By School.

(To the air of "Auld Lang Syne.")
Our country's flag! O emblem dear
Of all the soul loves best,
What glories in thy folds appear,
Let noble deeds attest.
Thy presence on the field of strife
Enkindles valor's flame;
Around thee in the hour of peace
We twine our nation's fame.

Proud banner of the noble free,
Emblazoned from on high!
Long may thy folds unsoiled reflect
The glories of the sky!
Long may thy land be freedom's land,
Thy homes with virtue bright,
Thy sons a brave united band
For God, for Truth, for Right.

—J. J. Hood in Popular Educator.

WASHINGTON.

By Agnes Mary Niven.

Tune, "America."

Washington, it is of thee,
Foremost in history,
Of thee we sing.
We love thy truthfulness,
Thy kingly nobleness,
And all our hearts rejoice,
For Freedom's king.

Washington, it is in love,
We raise thy name above
Others in time.
We'll try to live like thee,
Bravely and truthfully,
And thus our lives shall be
Honored like thine.

Great God of power and might,
Help us to know the right,
Like him we sing.
Bless this dear land of ours,
With many precious dowers,
And all our gladdest hours,
With praise shall ring.

—School Education.

Teachers can procure free transportation to St Louis at any time between now and July 1st, 1896. See page 31.

Art Study in the St. Louis Schools.

The following from the Post-Dispatch will serve to indicate the character of what promises to be a very valuable practical movement toward the cultivation of taste and the refining of character in the public schools.

The Wednesday Club, we may add, is one of the specially potent factors in the intellectual life of St. Louis.

"The Wednesday Club, through its Art Section, has undertaken at its own expense and with the approval of the public school authorities to aid in the work of education in St. Louis by placing good reproductions of painting, sculpture and architecture in the public schools both for decorative purposes and as aids in instruction.

The plan of the movement is to secure large pictures of celebrated masterpieces and place them on the walls of the school rooms, first as a loan collection and afterwards as permanent contributions. It is also intended to supply glass cases in which choice pieces of sculpture, textiles, illuminated manuscripts and other fine specimens of art that may be loaned by people of wealth and taste, who wish to benefit those in less favored circumstances, may be placed.

In the November meeting of the Wednesday Club measures were taken to put into active operation the plan as suggested above. December 24, a day of general festivities in the schools, was looked upon as an appropriate time to begin the work. A committee, consisting of Mr. F. W. Brockman, president of the School Board; Dr. F. Louis Soldan, Superintendent of the Public Schools, and Hon. Chas. Nagel, together with the following ladies of the Wednesday Club: Miss Mary E. Buckley, Mrs. Everett W. Pattison, Mrs. E. B. Leigh, Mrs. Chas. L. Moss and Miss A. C. Fruchte were chosen to visit the Columbus School to inaugurate the measure.

The first loan collection of the Art League was a gift from Mrs. Wm. L. Huse, president of the Wednesday Club, and represented the works of various artists. In the presentation of the collection appropriate speeches were made by Miss Bulkley, Mr. Howard and Miss Fruchte.

Another loan collection ready for one of the schools, and supplied by Miss Martha H. Mathews, consists of Henning's sculpture of the *Frieze of the Parthenon*; also fac similes of Sir Thomas Lawrence's collection of the

original drawings of Angelo and Raphael.

The Wednesday Club is indebted to Mrs. J. C. Van Blarcom for the first contribution in money to pay the contingent expenses of the art movement."

OF THE NEW YEAR.

BY FRANK C. RIEHL.

'Tis New Year; mark the joyous chime
Sounding its welcome through the night,

To this most recent Child of Time,
That cometh, crowned with morning light.

So moves the universe of God,
That through the course of ages sung,

There shone, and shines where'er men plod,
The lamp of promise, ever young.

And aye our pledges to achieve
With worthier purpose each new year

Make us the stronger to receive
The fullness of life's guerdon here;
For every effort fair and pure,
Brings might to conquer and endure.

Alton, Ill., Jan. 3, 1896.

ABRAHAM LINCOLN.**EARLY LIFE.**

Birth—When and where?

Early education.

Residence—In what States in early life?

MANHOOD.

Service in the Black Hawk War—Captain.

Return from the war—Business—Surveying.

Study of law.

Admitted to the bar in 1837.

Contest with Douglas—Point of debate.

In the Legislature.

Principles as a politician.

AS PRESIDENT.

When and by whom elected?

Result of the election.

Causes of secession, remote and immediate.

CUTICULAR WORKS WONDERS

In curing torturing, disfiguring, humiliating humors of the Skin, Scalp and Blood when all else fails.

Act of secession—Southern Confederacy—Its capital and President—Of what States formed.

Progress of the war.

Bull Run.

Emancipation proclamation—Result—Opening of the Mississippi River by Grant.

Sherman's march to the sea.

Fall of Richmond—Close of the war.

Results of the war.

Number of men killed on each side.

Expense, etc.

Assassination of Lincoln.

Death—Burial, etc.

Character as a man and statesman.

Monument to his memory—Where.

How guarded.

SOME OF LINCOLN'S BEST KNOWN SAYINGS.

"This Government cannot endure permanently, half slave and half free."

—(Said in a speech at Springfield 1858.)

"Let us have faith that right makes might, and in that faith let us to the end do our duty."—(From the famous Cooper Institute speech, 1860.)

"All that I am, or hope to be, I owe to my sainted mother."

"This great book (the Bible) is the best gift God has given to man. All the good from the Saviour of the world is communicated through the book."

"If you would win a man to your cause first convince him that you are his sincere friend."—(From a temperance speech in 1842.)

Like many others, teachers in public schools have to wait for their salaries until the end of the month. Realizing this "Famous," Cor. Broadway and Morgan, ask all teachers to take advantage of their offer to open accounts with them. The fact that "Famous" offers special discount on all their purchases ought to be an incentive to all of the teachers to do their trading at the popular house.

COLLEGE AND UNIVERSITY NOTES.

Prof. Earl Barnes of the Department of Education, Stanford University, California, is doing some careful special work in the educational field. For some time he has been engaged in the study of children and has published interesting results in the "Pedagogical Seminary."

He now proposes to issue (beginning with August, 1896), a monthly publication, to be called "Studies in Education." Ten numbers only will be issued. It is intended to serve as a means of communication between the educational department of the Stanford University and outside workers. "Each number will contain an extended study on children, a briefer study on some field of child-psychology, and a historical study. The main feature of the publication, however, will be a series of studies running through the ten numbers, intended to furnish parallels for outside workers." The price will probably be \$1 for the set.

Prof. J. M. Dixon of Washington University has been making some special studies with his classes in English selections. A fruit of such study appears in a very suggestive paper by Prof. Dixon on Tennyson's *In Memoriam*. He calls attention to a point commonly overlooked. It is that in the first stanza of the poem Tennyson evidently refers to an earlier form of his own faith, to the insufficiency of which the shock of loss has awakened him. "I held it truth, etc."

The too egotistical optimistic view expressed in that stanza, Tennyson himself evidently refers to Goethe; though, as Prof. Dixon points out, the same view appears in Longfellow, who expressly refers it back to St. Augustine—of course, with variation of meaning in each case. Indeed, a quotation from Lowell shows the same thought, though pitched in a key that "suits the spiritual mood of *In Memoriam*."

Prof. Dixon regards it as one of the chief charms of this poem that in its lines "we find expressed, not in the starched phraseology of the pulpit, but in the immediate terms of everyday life, ideas and aspirations that are part of ourselves and long to assume more tangible and permanent shape."

As to the form of the poem it is noticed that "the choice which the poet made of a metre for his elegy was singularly felicitous; iambic tetra-

meter quatrains with a couplet in the center, which the first and last lines inclose like the cups of a shell. * * *

"Holding over the first rhyme to the end of the quatrain, he secured a deliberate utterance for the first line, which had to wait for its rhyming complement until the last line was uttered. Then followed a couplet, having its second line of increased intensity, as must always take place in the couplet. This swiftness is checked in the fourth line, which is the most characteristic in the stanza; the most elaborate, weighty, and richest in verbal music. It is strange that a mere interchange of terminal rimes should have wrought such a transformation, and have given a peculiar character to each of the lines of the quatrain; but so it is."

Further on Prof. Dixon adds that "probably this is the only English measure which permits an effect similar to that of the Hebrew parallelism."

The paper, from which we would be glad to quote further, appears as leading article in a recent number of "Queen's Quarterly," published in Kingston, Canada.

During the past month Prof. Marshall S. Snow of Washington University has been delivering in Memorial Hall a course of popular lectures embodying in his usual finished style a series of studies in the History of the Ottoman Turks. The first lecture traced the beginning of their power and included a sketch of the Eastern Empire to the fall of Constantinople. The second was devoted to the period of the power and glory of this vigorous race. The third outlined the period of decline and decay, with its pathetic features and fateful political entanglements. The fourth portrayed the religion of the Turks; that is, Mohammedanism as adopted by them. The fifth will be given on the 6th of the present month (February), and will be a rapid portrayal of Constantinople, the "Diamond set in Emeralds and Sapphires."

These lectures are especially timely in connection with the renewed interest in the inscrutable "Eastern question."

THE curators of the University of Missouri have established laboratory courses in sciences to be given free of charge to teachers of the state during the summer vacation. The effort of the school is to give every possible opportunity to high school teachers to fit themselves for preparing their pupils to enter the Freshman year of the University.

SCHOOL NOTES.

Our Historical Banquet and List of Quotations has excited a great interest in the History and Literature classes of many schools. The following have sent in lists of answers to the History questions and had more than 80 per cent correct:

96 per cent, Maggie Gibson, Black Rock, Ark.

94 per cent, Mae Mathews, Black Rock, Ark.

94 per cent, Clara Jones, Black Rock, Ark.

94 per cent, Olie Preiss, Clayton, Mo.

92 per cent, Jessie B. Irby, Black Rock, Ark.

88 per cent, Mollie Webber, Clayton, Mo.

86 per cent, May Quirk, Clayton, Mo.

84 per cent, Lulu M. Clark, Riverton, Neb.

84 per cent, Emma Fraser, Torkio, Mo.

Many others sent in very good lists, but all by the girls. We are led to exclaim, "What is the matter with the boys?"

Maggie Gibson will receive the "American Journal of Education" one year; Mae Mathews, Clara Jones and Olie Preiss will each receive it for six months.

R. L. Hill, principal of Mansville Public School, Mansville, Ky., answered all the questions.

S. D. Turner of Black Rock, Ark., sent in the best set of answers, naming the authors of the "Memory Gems."

Lottie Hillebrand of the Clayton (Mo.) school, sent in the next best list. We have sent each a book as a reward for their efforts.

Names of the Guests at "American Historical Banquet" in January Journal.

1. Christopher Columbus.
2. Gen. Greene.
3. George Washington.
4. Andrew Jackson.
5. Thomas A. Edison.
6. Alice Cary.
7. Zachary Taylor.
8. Daniel Webster.
9. De Soto.
10. Thomas Jefferson.
11. Benjamin Franklin.
12. John Quincy Adams.
13. John G. Whittier.
14. Pocahontas (Mrs. Rolfe).
15. Lafayette.
16. J. C. Fremont.
17. Abraham Lincoln.
- 18.

Henry Clay. 19. Lieutenant-Colonel Bailey. 20. Gen. A. J. Smith. 21. Ulysses S. Grant. 22. Eli Whitney. 23. Anthony Wayne. 24. Ethan Allen. 25. Admiral Farragut. 26. General Sheridan. 27. Gen. Israel Putnam. 28. Samuel F. B. Morse. 29. Patrick Henry. 30. Gen. James Wolfe. 31. Capt. John Smith. 32. Sir Walter Raleigh. 33. Samuel de Champlain. 34. Ponce de Leon. 35. Horace Greeley. 36. John Cabot. 37. Queen Isabella. 38. Washington Irving. 39. Roebing. 40. William Penn. 41. Magellan. 42. Captain Lawrence. 43. James G. Blaine. 44. Gen. William Henry Harrison. 45. Harriet Beecher Stowe. 46. Oliver Hazard Perry. 47. Stephen A. Douglas. 48. Francis Marion. 49. Charles Cotesworth Pinckney. 50. Henry Lee. —From West Virginia School Journal.

Authors of the Quotations Given in the January Journal.

1. Cicero.
2. Pope.
3. Emerson.
4. Pope.
5. Danish proverb.
6. Rahel.
7. Keats.
8. Swift.
9. It. proverb.
10. Thompson.
11. Cowper.
12. Burns.
13. Boorhoove.
14. Horace Mann.
15. Garfield.
16. Bulwer-Lytton.
17. Lavater.
18. Franklin.
19. Bayard Taylor.
20. E. E. Hale.
21. Campbell.
22. Holland.
23. Coleridge.
24. Emerson.

Scott County, Mo., has a good, live, interesting reading circle. They held a very interesting meeting, at Morley, on January 18th, elected the following officers: W. G. Atchinson, President; Miss Maggie Cooper, Vice-President; J. H. Goodin, Secretary.

Lessons were assigned in White's School management, and in "The School Master in Comedy and Literature." The teachers are taking hold of the work in a way that shows they are in earnest, and much good will be accomplished.



PRIMARY.

FEBRUARY.

"February comes next, with his valentines gay;
He also brings us Washington's birthday;
He's a dear little fellow, but not very tall.
For he is the shortest month of them all."

This is the last of the winter months, and as we watched the coming of the cold season and talked of the preparations for the winter, we now watch every little sign that suggests the coming of spring. Probably, the pussy willow will bring the first message from under the ground of "the flowers getting ready to grow," and so we prepare to welcome the pretty little things coming with the sunshine of the early spring.

"Waving gently in the breeze,

Pussy Willow hardly sees

White snow at her feet.

Her warm pretty coat of brown,

And her fur hood soft as down,

Wrap her up complete."

Among the older pupils there is someone who remembers the date when the first pussy willow was found last year.

We observe the lengthening days. Now, it is not the departing leaves which we watch, but the snow.

"Where do they go,

The melting flakes of the bright white snow?

They go to nourish the April showers;
They go to foster the May-time flowers."

—Edl. Gazette.

A VALENTINE.

"Let us send to the flowers a valentine,"

Cried the gay North Wind to the Mountain Pine;

So he shook its branches, and from them threw

The crystals of frost and the snow-flakes, too,

Whirling them down like a fine cloud of lace,
And spreading them gently over the place
Where the summer wild flowers grew

And the flowers, hid in their bed so deep,

Smiled as the babies of earth in their sleep,

Warm sheltered by Love the long winter through,

They wait till the spring for their life made new;

Waiting and sleeping down under the snow,

As the Wind and the Pine, in whisper low,

Sang "Love to you; oh, love to you!"

—Cornelia Fulton Cary.

Kindergarten Magazine.

ARITHMETIC THIRD YEAR.

Problems to introduce the foot rule

One foot is 12 inches.

One-half of a foot is — inches.

One-third of a foot is — inches.

One-fourth of a foot is — inches.

Three inches and three inches are — inches, which is — of a foot.

Four inches is — of a foot.

— inches is $\frac{2}{3}$ of a foot.

One inch is 1-12 of a foot; 2 inches is 2-12 or — of a foot.

One yard is — feet; $\frac{1}{2}$ yard =; $\frac{1}{4}$ yard =.

12 inches is — of a yard.

Two-thirds of a yard is — feet, or — inches.

These will suggest many more problems which may be used, both for language and number work.

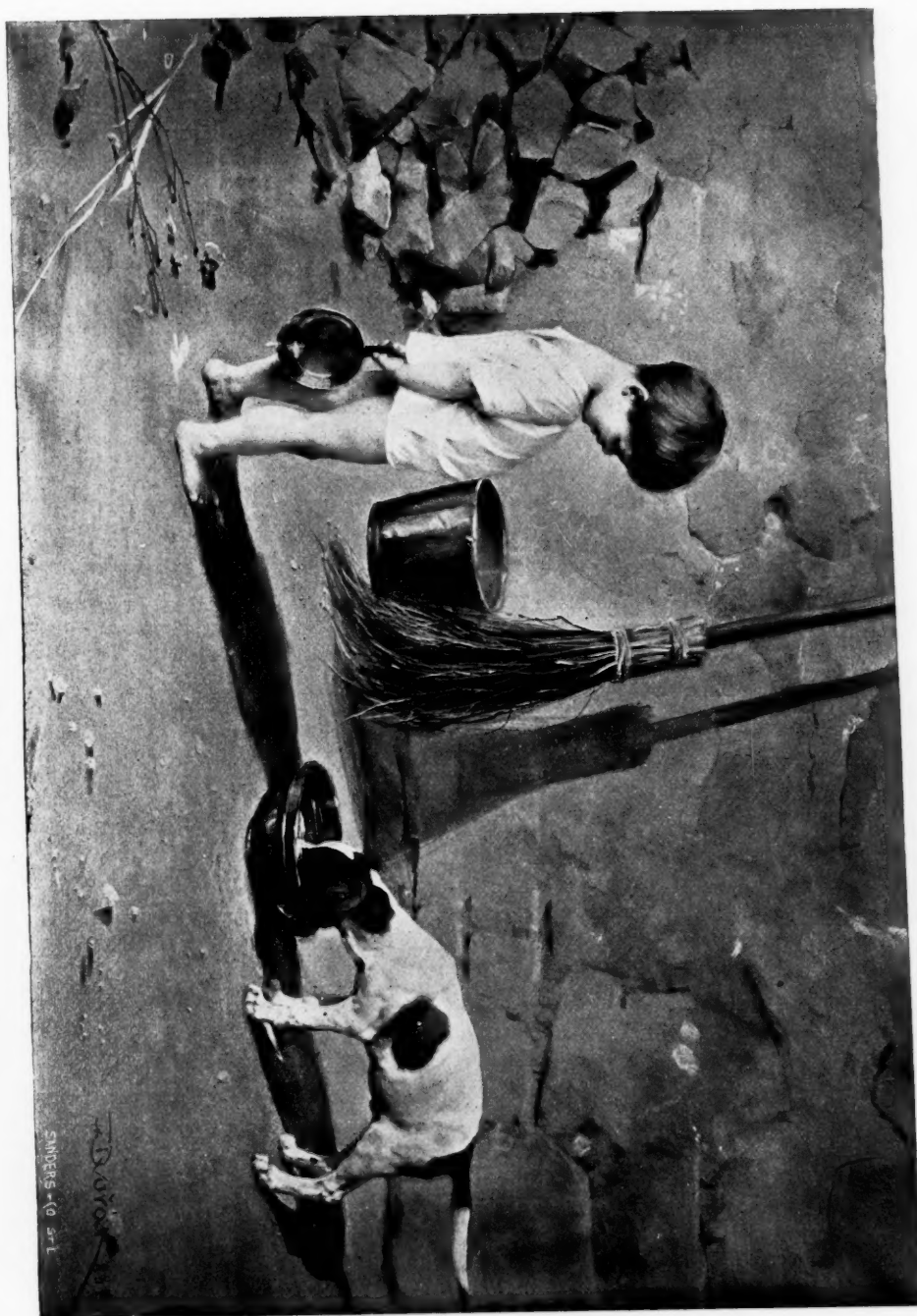
QUESTIONS FOR LITTLE FOLKS

1. What animal lives in a hutch?
 2. In a kennel?
 3. In a stable?
 4. What animals build dams?
 5. What insect spins a web?
 6. What animals climb trees?
 7. What does it cost to mail a letter?
- Tell what the following are used for:

- | | |
|---------------|--------------|
| 1. Knife. | 11. Rake. |
| 2. Shovel. | 12. Hoe. |
| 3. Pencil. | 13. Fork. |
| 4. Spade. | 14. Bucket. |
| 5. Needle. | 15. Hatchet. |
| 6. Teakettle. | 16. Ax. |
| 7. Thimble. | 17. Lamp. |
| 8. Wrench. | 18. Stove. |
| 9. Scythe. | 19. Scales. |
| 10. Broom. | 20. Spoon. |

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THE MORNING MEAL.



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NATURE STUDY.

LESSON ON THE HEN.

(Prepare a box, as a soap or starch box, by sawing out three sides, leaving about two inches at each corner. About this stretch wire netting; this will admit air and allow the children to see the hen easily. Let them provide corn and water; someone will doubtless lend his pet hen. If the school is in the city, a live chicken may be obtained at the market.)

Feed her, and observe movements. She seizes the corn with her bill, swallowing it whole. See how she pecks at the piece of turnip or cabbage. How does she use her feet? Does she hear? How do you know? Can she see anything in front of her? Behind her? How? What does the hen do when frightened? When pleased? Who has seen a hen at home? How does she get her food? What is she doing all day? What are her little ones called? How does she care for them? Are they like their mother?

Observe:

I. Covering—Feathers, warm, light. Note difference in size, shape, stiffness of feathers on different parts of the body.

II. Head—Bill, hard, horny, short, upper part curved over under part. Does the hen chew her food? Has she teeth? Does she breathe? Through what? Does she hear? How do you know? Where are her ears?

III. Wings—Use, structure.

IV. Legs and Feet—Covering, why? Number of toes in front? In back? Claws, sharp or blunt? Strong or weak? How used? Why strong?

V. Of what use is the hen to us? How should we care for her?

VI. Study of an egg. Of what use is it to us? To the hen? What is its shape? Color? Size? Is it rough or smooth?

Parts—Shell, thin, brittle, lined with membrane. Soft, almost colorless albumen or "white," becomes white in boiling. (Have hard-boiled eggs as well as uncooked specimen in the class.) Look at the yolk. Size? Color? Shape? In what held? Look for germ in the yolk. Do you find twisted cords in the albumen? Can you think of their use? The teacher will tell you.

How many eggs a day will a hen lay? How many does she sit upon? How long must she sit before chick-

ens are hatched? How does the little chicken get out of its shell? Which is more helpless, a baby chicken or a baby boy or girl? Can the chicken walk? Run? Feed itself? Can the baby?

VII. Study of feathers. (Collect specimens which differ.) Find and describe the quill, shaft, barbs. Compare a feather from the wing with the fluffy body feathers. How do the tail feathers compare with the wing feathers? The hen "ruffled" her feathers when disturbed; how did she do it? Why are the quills hollow? Why are the barbs fastened together in wing and tail and not in the feathers covering the body? How does the hen brood her chickens? Is she a kind mother?

Sarah L. Arnold, in her excellent book, "Waymarks for Teachers," published by Silver, Burdett & Co., Boston.

SPELLING.—Fifth Year.

The hyphen seems to have three well defined uses, viz., (1), in dictionaries, spelling-books, and primary reading books, to separate syllables; as, attend, o-bey, etc.; (2), it is placed at the end of a line to show that the rest of the word is placed at the beginning of the next line; as,

"How are the mighty fallen in the midst of the battle!"

(3), it is also used to join the parts of compound words; as, laughter-loving, two-handed, bird's-eye, far-reaching—Irish.

The preceding with a few illustrations to represent each case will be sufficient in this grade. We quote the following from a well-known author, and believe it a good exercise for any grade above the third reader; debate the meaning of each sentence and then determine why the hyphen is used in one case and not in the other.

"A walking stick would be a stick that walks; but a walking-stick is a stick to walk with." A hot house is not necessarily a hot-house. A singing school is not the same as a singing-school; neither are boy hunters the same as boy-hunters. A light armed soldier is a light soldier with arms; a light-armed soldier is a soldier with light arms. A man eating alligator is not the same as a man-eating

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This preparation by its action in promoting digestion, and as a nerve food, tends to prevent and alleviate the headache arising from a disordered stomach, or that of a nervous origin.

Dr. F. A. Roberts, Waterville, Me., says:

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alligator. Many-colored birds have many colors each; but many colored birds may all be of the same color. A lady's slipper is not the same as a lady's-slipper; one is a shoe, the other a plant. A dog's ear is the ear of a dog; a dog's-ear is the corner of a book-leaf turned down. Forty-five cents=45 cents; forty five-cent pieces = \$2. Sometimes the omission of a letter makes a noticeable change in the meaning. Battle-scarred heroes are not the same kind of heroes as battle-scarred heroes.

There is nothing better than to bring to the class all the compound words found in the reading lesson or elsewhere and then determine why they contain the hyphen. Encourage quotations from the best writers containing the use of the hyphen.

It would be superfluous for us to suggest how to proceed in Nos. 2 and 3, or even 4, since similar work has been done. —Trainer's Lesson Leaf.

See Business about that free book, page 30.

LESSONS IN VERTICAL WRITING.

(By E. C. Mills, Western Normal College, Bushnell, Ill.)

NO. 2—MOTION.

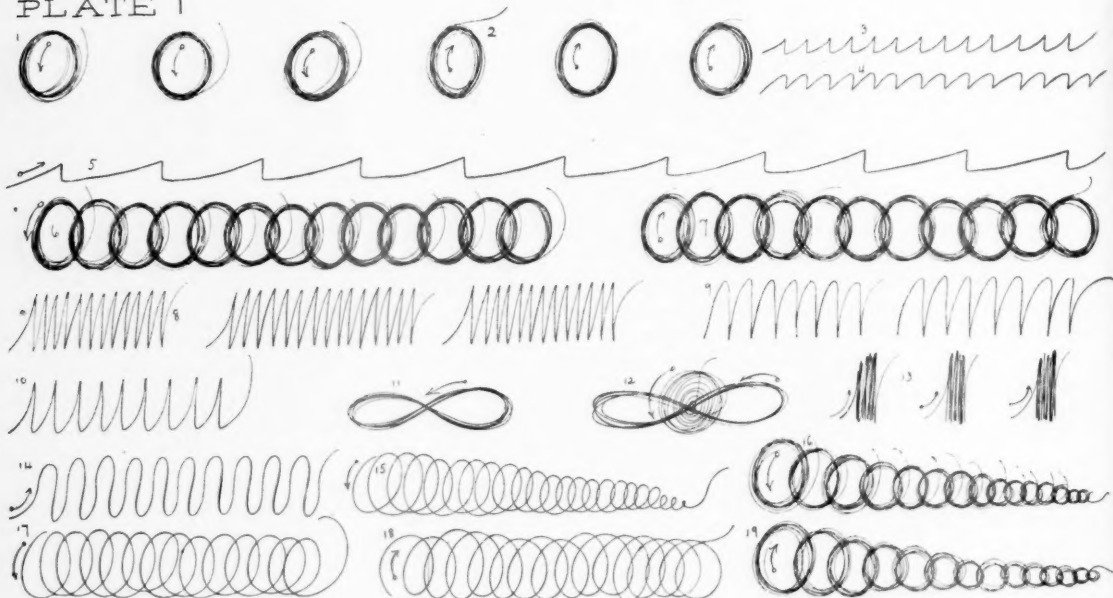
Now we come to a very essential point in learning to write, and that is movement. A great deal depends upon getting the right start in movement. All of the exercises given in the accompanying plate were executed with a free movement. Strive to cultivate an easy motion by using the muscles of the arm, the fingers, the hand and the wrist. When a combined movement of this kind is used

A free movement is the foundation for all good practical writing. This means that the muscles used in writing should be thoroughly trained. It will take a great deal of hard labor to gain control of these muscles. They may be inflexible, and your efforts may seem fruitless at first, but work hard and you cannot fail to succeed. Work! work!! It takes good old-fashioned work to become a good penman, and therein will be found the secret of success.

Tight sleeves, bracelets, cuffs, etc., should be dispensed with, as the arm and wrist should be free to move in

on the paper, keeping the wrist from touching the paper. Now, move the arm quite rapidly, without using any finger movement for awhile, and practice on the first and second exercises. Increase the speed until you can make at least 100 or 150 downward strokes a minute. In like manner all the exercises should be taken up and drilled upon very rapidly. You cannot afford to hurry over this work if you would learn to write well. Devote at least fifteen or twenty minutes a day practicing on these exercises, and you will secure good results. If you are determined upon improvement, you will

PLATE I



you need have no fear of penman's paralysis.

In teaching children to write, nothing should be said about the arm movement until the fourth grade is reached, as the muscles of the arm are scarcely developed sufficiently to produce good forms much before that time. There are, however, a number of exceptions to this rule in nearly every school. The children in the lower grades should be taught the correct formation of letters, spacing, uniformity, proper position, etc. Commencing with the fourth year, some of the easiest exercises should be given.

any direction which the mind may dictate.

HOW TO PRACTICE.

Sit in the same position as advocated in the last issue of the "Journal." It is quite probable the most of you have been used to writing with the finger movement almost exclusively. We advocate the use of a little finger motion, but the main propelling power comes from the muscles located in the fleshy part of the arm, just forward of the elbow. Allow the arm to rest on the table as described above and also rest the nails or the sides of the third and fourth fingers

work patiently. This course of instruction is laid out for those who sincerely wish to improve their handwriting.

A. J. Fouch & Co., of Warren, Pa., are sending out some of the handsomest reward cards we have ever seen. Many of their designs are entirely new, and the effect produced on their elegant embossed cards is very beautiful. Nothing pleases a boy or girl so well as a handsome card, which he always keeps as a constant reminder of his teacher, and his happy days at school.

Free transportation to St. Louis. Any road. See page 31.

SALIENT POINTS OF THE CIVIL WAR.

BY ALBERTINE LOUSIE RAVEN.

Much valuable time is wasted in the teaching of the Civil War by devoting too much attention to the petty minutiae and detail with which so many of our school histories are unfortunately filled. Of what use is it to a pupil to be compelled to memorize that Jackson was stopped for half an hour at Cross Keys by Fremont, or that Grant pencilled a telegram to Sherman to start while seated on a log by the road-side; or that 377 men were killed at Carrick's Ford? These things are well enough in their way, but surely something of greater importance can be taught. Since it is impossible for a child to remember the details of the whole war, it is certainly better to emphasize those points which, after a supposedly intelligent study of two months he should know, viz.: The causes that led to it; the most noted commanders; the objects striven for and the manner in which those objects were accomplished. The following plan is an endeavor to fulfill this thought and has been successfully used:

I. Causes.

Why the South fought?

a. For "State Rights." Its principle increased by,

The tariff compromise of 1828.

The war in Georgia.

The Kansas-Nebraska bill.

b. For "Extension of Slavery." Its principle furthered or hindered by

The Missouri Compromise.

The Nullification Act.

The Wilmot Proviso.

The Omnibus Bill.

Dred Scott's decision.

Personal Liberty Bills.

John Brown's raid.

Why the North fought? For

a. Preservation of the Union.

b. Obedience to laws of the Constitution.

c. Clauses of the Constitution directly broken by the South. Clauses 1 and 3 of section X.

II. Objects of the North.

a. Opening of the Mississippi.

b. Blockade of the Southern ports.

c. Capture of Richmond.

III. Armies raised.

Northern.

a. Army of the East, or Potomac, under McClellan.

b. Army of the Center, or Ohio, under Buell.

c. Army of the West, or Mississippi, under Halleck.

Southern.

a. Army of Virginia. Lee and Johnson.

b. Army of the Cumberland. Albert S. Johnson.

c. Army of Trans-Mississippi. McCulloch and Price.

IV. How the objects were accomplished.

a. The opening of the Mississippi. From the North.

Columbus evacuated, caused by capture of Forts Henry and Donaldson.

Capture of Island No. 10.

Capture of Memphis, caused by evacuation of Corinth.

From the South.

Capture of New Orleans.

Evacuation of Forts Philip and Jackson.

Vicksburg taken (Grant's second expedition.)

Surrender of Port Hudson.

b. The blockade of the Southern ports.

Begun by the capture of Fort Monroe, Port Royal and Hatteras Inlet.

Maintained by the Monitor's victory.

Promoted by the capture of Roanoke Island; Florida and Georgia ports and Mobile.

Effected by the taking of Fort Pulaski, which closed the port of Savannah.

Taking of Fort Fisher, which closed the port of Wilmington.

Taking of Fort Wagner, which closed the port of Charleston.

c. The capture of Richmond.

Begun by victories at

Antietam.

Gettysburg.

Murfreesboro.

Chattanooga.

Promoted by

Sheridan's defeat of Early's army in the Shenandoah.

Thomas's destruction of Hood's army in the Tennessee.

Sherman's devastation of the Southern States.

Effected by

Battles of Wilderness and Cold Harbor.

Sieges of Petersburg and Richmond.

Battle of Five Forks.

Surrender of Lee's army.

—Trainer's Lesson Leaf.



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Arithmetic—Eighth Year.

THE work for February, as given in the Course of Study, is as follows: "Study inland and foreign exchange. Write time and sight drafts, sets of exchange. Review bonds and duties."

EXCHANGE.

In the study of exchange pupils should be able to explain the meaning of each of the following terms:

1. { Domestic Exchange.
Inland Exchange.
2. Foreign Exchange.
3. { Draft.
Bill of Exchange.
4. Set of Exchange.
5. Sight Draft.
6. Time Draft.
7. Drawee.
8. { Drawer.
Payer.
9. { Buyer.
Remitter.
10. Payee.
11. Acceptance.
12. Indorsement.

There are primarily three parties connected with a draft, viz: the person who signs it, the person who is ordered to pay the money, and the person to whom the money is to be paid.

Have pupils answer these questions about each of the following drafts, which are given as models in various text-books in arithmetic:

1. Who is the *drawer* of the draft?
2. Who is the *drawee* of the draft?
3. Who is the *payee* of the draft?

SIGHT DRAFTS.

NEW YORK, June 30, 1881.

\$2500.

At sight, pay to the order of JAMES CLARK, *Twenty-five Hundred Dollars, value received, and charge the same to the account of*

SMITH BROS. & CO.

To S. Barnett & Co.,
New Orleans, La. }

OMAHA, NEB., Aug. 14, 1882.

\$493 $\frac{80}{100}$.

At sight, without grace, pay to the order of DAY & MARTIN, *Four Hundred Ninety-three and* $\frac{50}{100}$ *Dollars, value received, and charge to our account.*

PORTER & BLISS.

To C. C. Gould, }
St. Paul, Minn. }

SPRINGFIELD, MASS., July 1, 1884.

\$1750.

At sight, pay to the order of L. A. GRAY, *Seventeen Hundred and Fifty Dollars, and charge the same to the account of*

To Bailey & Noyes, }
Portland, Me. }

O. M. BAKER.

CINCINNATI, O., Oct 1, 1870.

\$100.

Pay to the order of BARTLIT & SMITH, *One Hundred Dollars, and place to the account of*

To George Brown, Esq., }
New York. }

CHARLES S. KELLEY.

TIME DRAFTS.

CINCINNATI, O., July 20, 1877.

\$384 $\frac{27}{100}$.

Twenty days after sight, pay to the order of the FIRST NATIONAL BANK, *Chicago, Ill., Three Hundred Eighty-four and* $\frac{27}{100}$ *Dollars, value received, and charge to the account of*

To James H. Hoose & Co., }
Chicago, Ill. }

JONES BROS. & CO.

BOSTON, March 1, 1883.

\$200 $\frac{50}{100}$.

Thirty days after sight pay to the order of TIMOTHY MARONEY, *Two Hundred and* $\frac{50}{100}$ *Dollars, and place the same to the account of*

To George Soule, }
New Orleans. }

JAMES A. BROWN.

DENVER, COL., Feb. 10, 1882.

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Ten days after date, pay to EDWARD NEWTON, *or order, Nine Hundred Dollars, for value received, and charge to the account of*

To S. C. Griggs & Co., }
Chicago, Ill. }

G. W. SUMNER.

PHILADELPHIA, July 5, 1881.

\$4000

Sixty days after sight, pay to the order of GEORGE WILCOX, *Four Thousand Dollars, value received, and charge to the account of*

To S. Parkhurst, }
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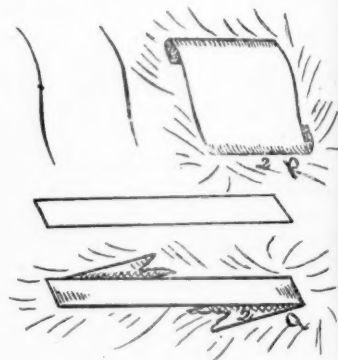
Get a blank draft from your banker, and show it to the class, or better still show them a real draft that will be accepted at the bank or store as money.

I will never forget the look of incredulity shown by a class of boys and girls after I had shown, and allowed them to handle two drafts of five dollars each drawn in my favor on a bank in St. Louis, and signed by the Banker at Du Quoin, Ill., when I told them that I could purchase ten dollars worth of groceries with those two pieces of paper. They seemed to have gotten the idea that Drafts had no connection with any business except that of the banker. In this connection also give some practical lessons about sending money by mail. Last week we received a fifty cent money order in a registered letter. The sender evidently hasn't much confidence in the postal authorities, as he paid to insure safety, more than one-fourth of the amount enclosed. In sending stamps always send one or two cent denominations. Everybody can use them, while four, five, or eight cent stamps are very rarely used. J. G. R.

DRAWING LESSONS.

BY J. H. BARRIS.

If unexperienced in drawing prepare the lesson as directed in January number.



LESSON P.

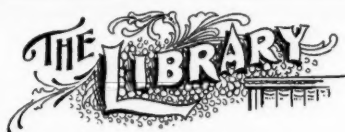
1. Draw lines as Fig. 1.
2. Ask class to draw the same on paper, slate or blackboard.
3. Complete by adding lines as Fig. 2, allowing class time to add each line before you draw next line.

LESSON Q.

1. Draw lines as Fig. 1.
2. Complete by adding lines as Fig. 2.

LESSON D.

1. Draw shaded lines as Fig. 2.
2. Add lines as Fig. 2.
3. Complete by adding lines as Fig. 3.



NOTE.—We can furnish any book published at the publishers price. Send all your book orders direct to the AMERICAN JOURNAL OF EDUCATION, St. Louis.

ANIMA POETAE. From the unpublished note books of Samuel Taylor Coleridge. Edited by Ernest Hartley Coleridge. Boston and New York, Houghton Mifflin & Co., 1895. \$2.50.

If Coleridge was a riddle to others he was scarcely less a riddle to himself. He spent his life trying to formulate himself, and never succeeded. He filled note-book after note-book with poetic flashes and deep-reaching thoughts. He sought, waited, longed for the great central thought that should fuse all these into the organic unity of a system, and died with the system still hovering only as a superb mirage in the mysterious spaces of his own mind.

But the note-books were filled and from such rare substance the editor has arranged for us here a subtle phonograph through which we may hear the very soul of the poet speaking, and the tones run well-nigh through the whole gamut of human interest.

We shall quote betimes from this volume. Meanwhile we commend it to all cultivated teachers as a book well worth having constantly at hand.

The publishers have made the book a thing of beauty.

W. M. B.

HISTORY OF ORATORY. From the Age of Pericles to the Present Time, pp. 440. By Lorenzo Sears, L. H. D., professor in Brown University, Chicago, S. C. Griggs & Co. 1896.

Language is but the organic form of thought. It is impossible that thought should be clearly and adequately defined, or internally realized, save in and through outward speech. Conversation is the direct interaction of mind upon mind in this process of intellectual self-definition. Oratory is the more subtle, more highly elaborated and more definitely regulated form of conversation in which a multitude of expectant, critical, protesting, admiring minds stimulate a more or less gifted individual mind to the formulation and utterance of its best thoughts—such thoughts being thus

also the thoughts of the multitude of minds to whom the stimulus is due.

But thought thus developed has immediate reference to action and is thus essentially critical in its import. And Quintilian was right in defining the orator as "a good man skilled in speaking."

Looked at in this way, indeed, the history of oratory is nothing less than the tracing of one of the finest threads in the warp of that wondrous web called civilization. And so it appears in this admirable outline which Prof. Sears has but just presented to the public. In his scholarly, dignified presentation you see the orator of Greece, of Judea, of Rome, of Christian Alexandria, of the Reformation, of the Revolution—English, French and American—as well as of the more recent time, each in presence of his audience, stimulated by them to the clear and inspiring utterance of the thought already present, though only as inarticulate, in their minds, and thus bringing them to face and dare and do the deed most needed at the hour.

And yet this is by no means a book of mere biographical anecdote. The subject of oratory is never merged in the orator, nor subordinated to the orator, inseparable from him as, of course, it must ever be.

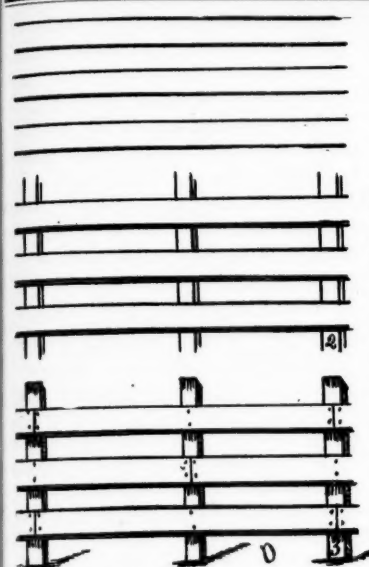
The book may not be without its faults, but it is literally without a rival, there being no other single work in which the attempt is made to outline the whole subject from the earliest times to the present day. Deeply interesting as it is, it cannot fail to be of special practical value to teachers, preachers and lawyers alike.

The publishers have even surpassed their usual high standard of taste in the mechanical construction of the book.

W. M. B.

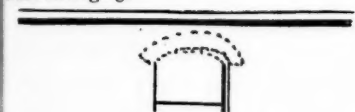
A HISTORY OF ART. For classes, art students and tourists in Europe. By William Henry Goodyear, B. A., Lecturer by appointment in the Cooper Institute, N. Y., and in various educational institutes, lately corator in the Museum of Art. Fifth edition. Revised, politan with new illustrations. New York, A. S. Barnes & Co.

There are revolutions that tame ferocity as well as revolutions expressing ferocity. One of the former characters has taken place in America within the last thirty years. Not that the Ameri-



LESSON K.

1. Draw shaded lines as Fig. 1.
2. Add lines as Fig. 2.
3. Complete drawing as indicated by lines as Fig. 3.



There are many Teachers' Agencies all over this country, many of them thoroughly reliable and a real help in securing first class positions for good teachers. We know personally the managers of all those agencies advertised in this journal. They are all reliable and worthy of your patronage.

F. W. Tamblyn, whose advertisement appears on page 2, is certainly one of the finest penmen in this country. His specimens will be an inspiration in the line of beautiful penmanship to any teacher or school. See his ad, and write him.

cans were ever specially ferocious, but that, along with the rest of the world, they have experienced in the last quarter century a genuine new birth in respect of the significance of Beauty as a practically refining element in human life.

Hence is it that the study of Art has come to be recognized as not merely a valid but even as a necessary phase of a fully-rounded education. And as this is the new era in which Education is coming to be clearly apprehended as, above all, the process of the formulation and refining of mind, and thus as the deepest-reaching Right of every human being, it is evident that no pains should be spared to render all these appliances of Education as perfect as possible.

But Art cannot be studied successfully without actual and accurate reproductions of representative works of art of each of the great art productive periods. Mr. Goodyear's book is specially valuable as a text-book, in that it not only presents in clear and accurate outline the general subject-matter of the history of Art, but that it also contains the requisite illustrations. These, indeed, are not always all that could be desired, but are for the most part fairly satisfactory and in some cases excellent.

An experienced teacher has suggested that for the purpose of school-study the book ought to be bound in two volumes. In which case it would seem that the division might well come at page 188, with which the subject of Ancient Art is concluded.

It is true that Gothic Architecture would thus be included with ancient art, and that ancient painting would appear along with modern. But this would be an advantage rather than a detriment, since there would thus already be presented a sort of spirit course in which the contrast between the ancient and the modern spirit would be kept in view from first to last and constantly emphasized. The book ought to be widely used in schools of advanced grades.

W. M. B.

A COMPLETE ALGEBRA. By Geo. W. Hull, Professor of Mathematics in the State Normal School, Millersville, Pa. E. H. Butler & Co., Philadelphia and Chicago. Price, \$1.00.

This new Algebra is designed for high schools and normal schools. It presents a clear discussion of prin-

ciples and a great abundance of examples for practice. The scope of the work extends through quadratics, progressions and logarithms. In the appendix are discussed some topics such as negative solutions, zero and infinity, problem of the couriers, etc., that are not usually found in text-books of this grade and which can hardly fail to incite the student to further study in mathematics. In his method of presenting the subjects of Factoring, Highest Common Divisor, Binomial Theorem, Cube Root, Quadratics, etc., the author is simple, clear and concise.

THE AMERICAN ENCYCLOPÆDIC DICTIONARY. W. B. Conkey & Co., Chicago.

The latest book of reference which has been brought to our notice is the American Encyclopædic Dictionary. This work, which was 19 years in process of construction, represents the united labor and research of the eminent European and American scholars. It is based upon the Encyclopædic Dictionary published in England in 1888, but is a complete revision with regard to the recent growth of the language. This was accomplished by an editorial staff of American Philologists by whom the entire matter was completely re-written.

This dictionary combines under one alphabet the features of a complete dictionary and comprehensive encyclopædia. As a dictionary it embodies a history of the language in a thorough and accurate treatment of the etymology, pronunciation, spelling and definition of words. As an encyclopædia it is a vast library of practical treatises on all subjects. The work contains 250,000 words, usable and obsolete, together with foreign words and phrases current in this country. Each word is clearly defined in reference to all possible meanings, and each meaning is illustrated by quotations from representative literature.

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The AMERICAN JOURNAL OF SOCIOLOGY for January, edited by Prof. Albion W. Small of Chicago University, presents the following highly attractive table of contents: I. Business Men and Social Theorists, by R. Henderson; II. The State and Social Public Corporations, by Albion W. Small; III. Anti-Monopoly Legislation in the United States, by J. D. Forester; IV. Sociology and Anthropology, by Lester F. Ward; V. The Scope and Method of Folk-Psychology, by W. Thomas; VI. Recent Sociological Tendencies in France, by Jas. H. Tufts; VII. Christian Sociology (3), The Family, by Schaller Mathews; VIII. The Province of Sociology, by George Vincent; IX. Reviews; X. Minor Contributions.

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W. M. Griswold, Cambridge, Mass. is the compiler and publisher of "Descriptive List of Books for the Young." It amounts to a volume of 175 Svo. pages, shows care and judgment in selection and will prove a valuable handbook for those having the responsibility of determining what books are to be put into a library for young people. We hope to refer to this again.

The KINDERGARTEN MAGAZINE, edited by Andrea and Anna Hofer, Chicago, is not only of literary world-wide range in its representation of kindergarten interests, but of sterling value in the suggestion of thoughtfulness of its treatment of kindergarten themes. Its contributors are among the leading workers in the field. Monthly, \$2 a year.

The STANDARD DICTIONARY published by Funk and Wagnall, New York, is one of the monumental works in the field of modern public

on. The weekly edition of the "St. James Gazette." London, expresses its opinion as follows: "To say that it is perfect in form and scope is not extravagance of praise, and to say it is the most valuable dictionary of the English language is but to repeat the obvious. The Standard Dictionary would be the pride of literary America as it is the admiration of literary England." And the comment of scholars generally is to the same effect. Meanwhile a rival firm has hunted out some dozen and a half words mostly contained in the Century Dictionary and other unabridged dictionaries also and called special attention to them in a circular as being grossly omitted for the pages of a great reference book. The question being "submitted to Charles A. Dana and to a number of well-known educators," as to whether the publishers erred in including these words, "the answer has been without exception" to the effect that the inclusion was not an error. Messrs. Funk and Wagnalls seem, therefore, to be perfectly justified in meeting this malicious charge with the old story of a woman who accused Samuel Johnson shortly after his dictionary had been published with: "Dr. Johnson, I am so sorry that you put in your dictionary the naughty words." To which Johnson instantly replied: "Madam, I am sorry that you have been looking for them."

The *High School News* is a recent venture on the part of the St. Louis High School Literary Society. It is a monthly of eight pages. The first number is highly creditable and gives good reason to expect that the *News* will prove a valuable medium for the cultivation of literary power on the part of the pupils of the school. S. Levy, class of '96, is the Managing Editor, the Associate Editors being: B. F. Jacobs, '96; Fred Bohn, J. T. Quarles, J. M. Hart, '97; E. V. Putnam, F. L. Peebles, '98, and E. J. Epstein, '99.

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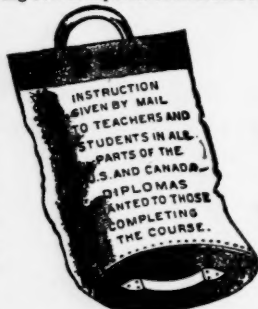
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